DOCUMENT RESUME

ED 216 015 TM 820 153

AUTHOR	Shively, Joe E.
TITLE	Needs Assessment Project. FY 81 Revalidation Study.
INSTITUTION	Appalachia Educational Lab., Charleston, W. Va.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	12 Feb 82
NOTE	115p.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Educational Needs; Elementary Secondary Education; *Needs Assessment; Program Validation; Rating Scales; Regional Laboratories; *Regional Programs; *State Programs

ABSTRACT

Initiated in 1981 to provide an update and to reaffirm the status of educational needs of a seven-state region, a revalidation study by Appalachia Educational Laboratory was conducted. Results indicated some variations from the needs expressed at state conferences in 1980, but the revalidation showed that the importance of educational needs had not shifted extremely. The needs assessment design was implemented through state conferences to identify educational needs (1980); by determining the validity of educational needs; by developing state research and development agendas and by a long-term program agenda to refine procedures within the project cycle. Discussion includes the revalidation rationale, methodology, and use of statistical analyses. Tables of statistical results are given on a state-by-state basis. Appendices include the study participant categories, information materials used and revalidation instruments used in each state. The states in the region are Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia and West Virginia. (Author/CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216015

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

NAP
Needs
Assessment
Project

Needs Assessment Project

FY 81 Revalidation Study

TM 820 153

Appalachia
Educational
Laboratory
Charleston, West Virginia 25325

NEEDS ASSESSMENT PROJECT

FY 81 REVALIDATION STUDY

Joe E. Shively

Educational Services Office
Appalachia Educational Laboratory
Charleston, West Virginia

February 12, 1982

The project presented or reported herein was performed pursuant to one or more contracts and/or grants from the National Institute of Education, U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education, the Appalachia Educational Laboratory or the National Institute of Education, and no official endorsement by the State Department of Education, the Appalachia Educational Laboratory or the National Institute of Education should be inferred.

The Appalachia Educational Laboratory, Inc. is
an Equal Opportunity/Affirmative Action Employer.

TABLE OF CONTENTS

Page

Needs Assessment Rationale 1

Needs Assessment Design 1

Design Implementation 1

  State Conferences 2

  Validation Process 3

  State R & D Agendas 4

  AEL R & D Agenda 4

    Commissioned Papers 4

    Division Papers 5

    Steering Committee 5

Revalidation Rationale 6

  Methodology 6

  Statistical Analyses 7

Results 8

Summary 51

Appendices

APPENDIX A: Revalidator Categories

APPENDIX B: Revalidation Information Materials

APPENDIX C: Revalidation Instruments

LIST OF TABLES

Table		Page
1	Sample Sizes	9
2(a-d)	Alabama Data	11
3(a-d)	Kentucky Data	18
4(a-d)	Ohio Data	23
5(a-d)	Tennessee Data	30
6(a-d)	Virginia Data	37
7(a-d)	West Virginia Data	42
8	Comparison Data	50

Needs Assessment Rationale

Following issuance of an administrative policy statement detailing procedures for establishing long-term institutional relationships, the National Institute of Education(NIE) formally requested the Appalachia Educational Laboratory (AEL) to enter into such a relationship. However, one of the special conditions of the request was that AEL develop effective ways of determining the educational needs of its region's varied population. Thus, as part of the FY 80 contractual agreement between the two agencies, NIE mandated and formally funded AEL to conduct a region-wide assessment of educational needs.

Needs Assessment Design

The first step in the Needs Assessment (NA) Project was to develop a plan of operation or design. The design could not be static, but instead had to be part of a long-term dynamic process of setting AEL goals and directions. It had to be comprehensive (involving inputs from a wide array of regional constituencies), implemented in an efficient and valid manner, and acceptable to both NIE personnel and AEL's Executive Board. A design was prepared, submitted for review to various groups (e.g., AEL staff, NIE, other R & D centers, state education officials) and revised accordingly.

Design Implementation

There were four major events associated with the implementation of the design: conducting state conferences to identify educational needs, determining the validity of the lists of educational needs, developing state R & D service agendas through meetings with State Education Agency

(SEA) personnel, and developing AEL's long-term programmatic R & D agenda. These major events and concomitant activities are presented below.

State Conferences

The participants at each conference represented a cross-section of groups that were concerned with or involved in the educational process. Appropriate educational organizations (e.g., state teacher education associations, parent-teacher associations, state school board associations) were asked to nominate personnel to represent the various input groups. Similarly, contact was made with non-educational and equity organizations (e.g., Chamber of Commerce, National Association for the Advancement of Colored People, Administration of Aging) for identification of potential participants at each conference. Selection criteria included (but were not limited to) a nonurban background, a positive attitude toward ruralism and Appalachia, and a knowledge of education. Participants were then randomly selected from the lists of potential participants. In each AEL member state a conference was then convened whereby the selected participants developed a list of educational needs that were deemed important within the state. The list was generated using a set of procedures developed by Dr. Nagle. The set of procedures used at the conferences involved participants (in groups) in generating and using two kinds of information: designative information (D) about the "what is" state of something, and comparable appraisive information (A) about "what is preferred." A third kind of information, prescriptive information (P) that suggests what to do when discrepancies can be identified between D and A, was not generated or used by conference participants.

The final product of each state conference was a list of educational needs. This list, developed through group discussions, also reflected the degree of concensus achieved among the participating conference members through the use of a rating scale. (See Appendix).

Validation Process

In order that the current laboratory strenghts not be ignored, it was imperative that the legitimacy of current R & D divisional activities--based on previously conducted needs assessments and well-documented capabilities in several nationally visible and important programmatic areas--be established. Hence, divisional staff prepared 39 statements of needs that they had identified in their program work. These statements were formatted similarly to those that were prepared at the state conferences.

To determine the validity of the needs generated at each of the state NA conferences and by the AEL R & D Divisions, a validation study was conducted. After state conference participants had been chosen from the lists of names submitted by the groups, five individuals per participant (names, addresses and telephone numbers) not selected from each of the groups were requested to participate in the validation study.

AEL NA generated a validation procedure and appropriate instructions. The rating procedure was almost identical to that used at the conferences. The materials (with instructions) were distributed to the individuals who had agreed to serve as validators. Validators were required to validate only needs generated at the conference in the state where they reside, and the AEL generated needs. While validators were informed that the needs they were to validate came from the two sources (state conference and AEL), the validators were not told which needs were from a particular source.

State R & D Agendas

In order that AEL positively respond to its role of dealing with the community of educational practitioners, meetings were held with each Chief State School Officer (CSSO), appropriate SEA personnel, and the AEL caucus (in-state Board members) to discuss the validated list of their state's needs and other state-related needs data.

Procedures for conducting these meetings also provided guidelines for translating the validated educational needs into needs that were amenable to an R & D solution. From these meetings emerged state agendas of R & D needs.

AEL R & D Agenda

The first major activity associated with the development of AEL's long-term programmatic R & D agenda was the generation of state and division need statements (see preceding sections). The second major activity was the identification and preparation of commissioned and division papers. The third major activity involved the establishment and utilization of a Steering Committee (SC) to guide and direct long-term programmatic R & D activity.

Commissioned papers. Although the original NA design indicated that these commissioned papers would help to establish AEL's long-term programmatic R & D agenda, it was felt that the papers would serve AEL best if they were written on R & D areas in which the Laboratory was definitely going to work.

Division papers. Division papers were prepared by AEL divisional staff with additional external assistance as needed. The Career Guidance paper dealt with the role of educational institutions and other agencies in assisting individuals to develop the knowledge and skills important for their career development.

The Childhood and Parenting paper focused on research and development pertaining to the parenting practices of families in the Appalachian Region, as these practices related to (1) young children's development and educational progress through the early school years, and (2) preparation for parenthood.

Steering Committee. In order that AEL positively respond to its role of dealing with the R & D community, a Steering Committee (SC) was established to provide guidance and direction in the determination of long-term programmatic R & D activities. This committee was comprised of the AEL Executive Board's Planning and Development Committee, and a rural sociologist who had an understanding/knowledge of education, R & D, and Appalachia. The SC met several times in the process of preparing alternate long-term R & D agenda. Input was reviewed, summary need statements (prepared by clusting the top quartiles of need statements) were discussed, and program precis were considered. After rating the alternate agenda prepared by the SC, AEL's Executive Board approved an agenda with thrusts in the areas of School/Family Relations, Career Development/Lifelong Learning, and Basic Skills.

Revalidation Rationale

The original NA project previously described began a three-year cycle of AEL activities. The outputs of the first year's activities shaped (a) R & D services provided to each member state, and (b) programmatic R & D activities in which AEL has begun and will continue to be engaged for three to seven years. The ongoing NA cycle will thus be used to refine or refocus AEL work during the second and third years; the overall iterative nature of the AEL NA project will also permit redirection of future AEL work. In order to continuously monitor the emerging educational needs of its member states--especially during the two years between the comprehensive regional needs assessments--AEL initiated a study in 1981 to reaffirm the importance of the educational needs statements generated originally in 1980 in the state conferences.

Methodology

To reaffirm the validity of the needs generated at each of the state NA conferences, a revalidation study was conducted. Through interactions with members of the Educational Services Office Advisory Committee, each state education agency representative was to secure a list of about 25 names of individuals and submit them to AEL. The composition of the list was to represent a cross-section of groups that were concerned with or involved in the educational process. Specifically, the individuals were to represent the same groups that were utilized in the original needs assessment state conferences and validity study. (See Appendix A for a list of these suggested categories). It should be noted that one state, Pennsylvania, did not supply AEL with a list of names.

While the original group of validators received a packet of need statements (one statement per slip) and sorted the slips into different rating piles (a Q-sort technique), the revalidators received the needs statements in a typical rating scale format (10-12 need statements per page with a 5-point rating scale for each item). Revalidators were required to validate only need statements generated at the conference in the state where they reside; they did not rate statements from other states or the AEL generated needs. Appendix B contains a copy of the materials--excluding the need statements--sent to each revalidator and Appendix C contains a copy of the instrument used in each state.

Statistical Analyses

In addition to conducting descriptive statistical analyses for each set of state data, rank correlation statistics were calculated. Contrasts were made between original conference ratings and the revalidation ratings and between the original validation ratings and the revalidation ratings for each state.

Spearman's rho (ρ) is a rank correlation, a method for describing how two ordinal variables tend to vary. The limits of rho range from +1.00 to -1.00. If rho is +1.00, this is indicative of a perfect positive relationship--meaning that the highest rank in one variable is associated with the highest rank in the second variable, the next highest rank in the first variable is associated with the next highest rank in the second variable, and so on. If rho is -1.00 this is indicative of a perfect negative relationship--meaning that the highest rank in one variable is associated with the lowest rank in the second variable, the next highest rank in the first variable is associated with the next to the lowest rank in the second variable, and so on.

The formula used for the computation of rho is:

$$\rho = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$

where D^2 represents the squared differences between the two sets of ranks which are being correlated, and N indicates the number of pairs involved in the computation. The criterion formula (t) used to indicate the significance of the obtained rank correlation is as follows:

$$t = \rho \left[\frac{N-2}{1-\rho}\right]^{\frac{1}{2}}$$

The degrees of freedom associated with the above t value are equal to the quantity N-2.

Results

Table 1 presents data on a state by state basis of the number of need statements rated in each state (the number of pairs involved in the correlation computation) as well as the number of individuals rating the need statements for each study component (i.e., the 1980 state conference, the 1980 validation study, and the 1981 revalidation study).

Table 1

From Table 1, it can be seen that the sample sizes of the revalidators were anywhere from about 5 percent smaller to 55 percent smaller. The sample size for Pennsylvania, which did not provide AEL with a list of names, was obviously much smaller.

Table 1

Sample Sizes

	#NS	1980 Conference	1980 Validation	1981 Revalidation
Alabama	64	27	110	23
Kentucky	45	20	85	9
Ohio	61	23	76	12
Pennsylvania	57	20	59	0
Tennessee	63	23	81	14
Virginia	52	21	91	20
West Virginia	67	24	80	15

Tables 2 through 7 present the data and descriptive statistics for the six states. All tables numbered with an "a" provide information about the 1981 revalidators by need statement and all tables numbered with a "b" provide information about the 1981 revalidators by rank. All tables numbered with a "c" or a "d" provide categorical information (for conference, validation, and revalidation) by rank and by need statement, respectively.

Tables 2 through Table 7

Table 8 presents the correlation information and data on the statistical tests.

Table 8

From Table 8, it can be seen that when investigating the 1980 conference vs. 1980 validation data, all correlations were quite high (ranging from .58 to .86) and all statistically significant ($p<.0001$). That is, there was a high degree of agreement between conference participants and validators in terms of how they rated the importance of the need statements and the correlations are significantly different from zero (no correlation).

When comparing the 1980 conference data to the 1981 revalidation data, the correlations were similar in five of the six states and all statistically significant at the .0001 level. In Kentucky there was a substantial drop in the correlation, but it was still significant at the .05 level.

Table 2a·

ALABAMA

Revalidation Rating Data

N = 23

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
1	23	12	8	2	0	1	0	0	52	35	9	0	4	3.30	.97	25.5
2	23	9	7	4	2	1	0	0	39	30	17	9	4	2.91	1.16	44
3	23	12	6	4	1	0	0	0	52	26	17	4	0	3.26	1.23	29
4	23	13	8	2	0	0	0	0	57	35	9	0	0	3.48	.67	8.5
5	22	6	3	10	3	0	1	0	27	14	45	14	0	2.55	1.06	55
6	23	3	2	14	1	3	0	0	13	9	61	4	13	2.04	1.11	62
7	23	13	9	0	1	0	0	0	57	39	0	4	0	3.48	.73	8.5
8	23	8	10	5	0	0	0	0	35	44	22	0	0	3.13	.76	38
9	23	11	9	3	0	0	0	0	48	39	13	0	0	3.35	.71	21.5
10	23	8	11	4	0	0	0	0	35	48	17	0	0	3.17	1.01	34.5
11	23	3	9	8	3	0	0	0	13	39	35	13	0	2.52	.90	56.5
12	21	6	8	6	0	1	2	0	29	38	29	0	5	2.86	1.01	46.5
13	22	5	11	5	1	0	1	0	23	50	23	5	0	2.91	.81	44
14	23	13	9	0	0	1	0	0	57	39	0	0	4	3.43	.90	13
15	23	5	6	9	2	1	0	0	22	26	39	9	4	2.52	1.08	56.5
16	22	5	9	7	1	0	1	0	23	41	32	5	0	2.82	.85	48.5
17	23	4	12	4	2	1	0	0	17	52	17	9	4	2.70	1.02	52.5
18	23	3	6	5	5	4	0	0	13	26	22	22	17	1.96	1.33	63
19	23	11	10	2	0	0	0	0	48	43	9	0	0	3.39	.66	18
20	23	11	8	3	1	0	0	0	48	35	13	4	0	3.26	.86	29
21	23	3	6	7	5	2	0	0	13	26	30	22	9	2.13	1.18	61
22	23	7	10	5	0	1	0	0	30	43	22	0	4	2.96	.98	42
23	22	8	10	3	0	1	1	0	36	45	14	0	5	3.09	.97	40
24	23	9	12	1	1	0	0	0	39	52	4	4	0	3.26	.75	29
25	22	6	11	2	2	1	1	0	27	50	9	9	5	2.86	1.08	46.5
26	23	12	10	0	1	0	0	0	52	43	0	4	0	3.43	.73	13
27	21	8	5	5	2	1	2	0	38	24	24	10	5	2.81	1.21	50
28	20	6	8	4	0	2	3	0	30	40	20	0	10	2.80	1.20	51
29	23	16	5	0	0	2	0	0	70	22	0	0	9	3.43	1.16	13
30	23	4	11	5	3	0	0	0	17	48	22	13	0	2.70	.93	52.5
31	23	13	8	2	0	0	0	0	57	35	9	0	0	3.48	.67	8.5
32	23	13	8	1	0	1	0	0	57	35	4	0	4	3.39	.94	18

ALABAMA (continued)

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
33	23	13	7	3	0	0	0	0	57	30	13	0	0	3.43	.73	13
34	23	6	9	8	0	0	0	0	26	39	35	0	0	2.91	.79	44
35	23	18	3	2	0	0	0	0	78	13	9	0	0	3.70	.63	2
36	22	9	9	4	0	0	0	1	41	41	18	0	0	3.23	.75	32
37	23	12	7	4	0	0	0	0	52	30	17	0	0	3.35	.78	21.5
38	23	12	4	6	1	0	0	0	52	17	26	4	0	3.13	1.12	38
39	23	10	7	6	0	0	0	0	43	30	26	0	0	3.17	.83	34.5
40	23	10	12	1	0	0	0	0	43	52	4	0	0	3.39	.58	18
41	23	15	4	4	0	0	0	0	65	17	17	0	0	3.48	.79	8.5
42	23	10	7	6	0	0	0	0	43	30	26	0	0	3.17	.83	34.5
43	23	12	9	2	0	0	0	0	52	39	9	0	0	3.43	.66	13
44	23	15	7	0	1	0	0	0	65	30	0	4	0	3.57	.73	4
45	23	7	13	3	0	0	0	0	30	57	13	0	0	3.17	.65	34.5
46	22	9	11	2	0	0	1	0	41	50	9	0	0	3.32	.65	24
47	23	5	1	6	4	7	0	0	22	4	26	17	30	1.70	1.52	64
48	23	11	7	5	0	0	0	0	48	30	22	0	0	3.26	.81	29
49	23	4	7	7	4	1	0	0	17	30	30	17	4	2.39	1.12	59
50	23	5	6	5	4	3	0	0	22	26	22	17	13	2.26	1.36	60
51	23	6	6	9	1	1	0	0	26	26	39	4	4	2.65	1.07	54
52	23	12	8	2	1	0	0	0	52	35	9	4	0	3.35	.83	21.5
53	23	10	9	4	0	0	0	0	43	39	17	0	0	3.26	.75	29
54	23	14	8	1	0	0	0	0	61	35	4	0	0	3.57	.59	4
55	22	5	9	7	1	0	1	0	23	41	32	5	0	2.82	.85	48.5
56	23	10	11	2	0	0	0	0	43	48	9	0	0	3.35	1.06	21.5
57	22	1	10	9	1	1	1	0	5	45	41	5	5	2.41	.85	58
58	23	14	8	0	1	0	0	0	61	35	0	4	0	3.52	.73	6
59	23	16	4	3	0	0	0	0	70	17	13	0	0	3.57	.73	4
60	23	12	4	5	2	0	0	0	52	17	22	9	0	3.13	1.06	38
61	23	19	3	1	0	0	0	0	83	13	4	0	0	3.78	.42	1
62	23	8	9	6	0	0	0	0	35	39	26	0	0	3.09	.79	41
63	22	11	9	2	0	0	1	0	50	41	9	0	0	3.41	.67	16
64	23	11	8	4	0	0	0	0	48	35	17	0	0	3.30	.76	25.5

Table 2b

ALABAMA

1981 Ranked Data

Rank	NS#	Rank	NS#	Rank	NS#
1	61	22	--	43	2,13,34
2	35	23	--	44	--
3	44,54,59	24	46	45	--
4	--	25	1,64	46	12,25
5	--	26	--	47	--
6	58	27	3,20,24,48, 53	48	16,55
7	4,7,31,41	28	--	49	--
8	--	29	--	50	27
9	--	30	--	51	28
10	--	31	--	52	17,30
11	14,26,29,33, 43	32	36	53	--
12	--	33	10,39,42,45	54	51
13	--	34	--	55	5
14	--	35	--	56	11,15
15	--	36	--	57	--
16	63	37	8,38,60	58	57
17	19,32,40	38	--	59	49
18	--	39	--	60	50
19	--	40	23	61	21
20	9,37,52,56	41	62	62	6
21	--	42	22	63	18
				64	47

Table 2c

ALABAMA

Need Statements: 1980 vs. 1981

-BY RANK-

Rank	1980 Conference	1980 Validation	1981 Revalidation
1	35	1	61
2	40	59	35
3	59	4	44,54,59
4	4,48	29	--
5	--	40	--
6	29	61	58
7	1	35	4, 7,31,41
8	41	54	--
9	20	10	--
10	61	26	--
11	7,42	44	14,26,29,33 43
12	--	9	--
13	14	20	--
14	10	14	--
15	44,51	41	--
16	--	31,38	63
17	31	--	19,32,40
18	12	25	--
19	24,54	51	--
20	--	2	9,37,52,56
21	25	19	--
22	26	37	--
23	38	7	--
24	32	48	46
25	19	3	1,64
26	36	60	--
27	3	52	3,20,24,48 53
28	39	53	--
29	63	33	--
30	9	56	--
31	60	12	--
32	56	32	36
33	58	27	10,39,42,45
34	17	24,58	--
35	28	--	--
36	53	23	--
37	16	36	8,38,60
38	2	42,43	--
39	45	--	--
40	52	8	23
41	8	28	62
42	27,64	22	22
43	--	64	2,13,34
44	37	45	--
45	23	34	--
46	43	63	12,25
47	13	46	--
48	22	62	16,55
49	33	11	--
50	34	39	27
51	46	17	28
52	62	13	17,30
53	15	15	--
54	6,11	6	51

ALABAMA (continued)

Rank	1980 Conference	1980 Validation	1981 Revalidation	Rank	1980 Conference	1980 Validation	1981 Revalidation
55	--	16	5	60	55	18	50
56	30	5	11,15	61	21	21	21
57	5	55	--	62	49	57	6
58	50	30	57	63	47	50	18
59	57	49	49	64	18	47	47

Table 2d

ALABAMA

Ranks: 1980 vs. 1981

-BY NEED STATEMENT-

NS#	1980 Conference	1980 Validation	1981 Revalidation
1	7	1	25.5
2	38	20	44
3	27	25	29
4	4.5	3	8.5
5	57	56	55
6	54.5	54	62
7	11.5	23	8.5
8	41	40	38
9	30	12	21.5
10	14	9	34.5
11	54.5	49	56.5
12	18	31	46.5
13	47	52	44
14	13	14	13
15	53	53	56.5
16	37	55	48.5
17	34	51	52.5
18	64	60	63
19	25	21	18
20	9	13	29
21	61	61	61
22	48	42	42
23	45	36	40
24	19.5	34.5	29
25	21	18	46.5
26	22	10	13
27	42.5	33	50
28	35	41	51
29	6	4	13
30	56	58	52.5
31	17	16.5	8.5
32	24	32	18
33	49	29	13
34	50	45	44
35	1	7	2
36	26	37	32
37	44	22	21.5
38	23	16.5	38
39	28	50	34.5
40	2	5	18
41	8	15	8.5
42	11.5	38.5	34.5
43	46	38.5	13
44	15.5	11	4
45	39	44	34.5
46	51	47	24
47	63	64	64
48	4.5	24	29
49	62	59	59
50	58	63	60
51	15.5	19	54
52	40	27	21.5
53	36	28	29
54	19.5	8	4
55	60	57	48.5
56	32	30	21.5
57	59	62	58
58	33	34.5	6

ALABAMA (continued)

NS#	1980 Conference	1980 Validation	1981 Revalidation
59	3	2	4
60	31	26	38
61	10	6	1
62	52	48	41
63	29	46	16
64	42.5	43	25.5

Table 3a

KENTUCKY

Revalidation Rating Data

N = 9

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
1	9	2	3	2	2	0	0	0	22	33	22	22	0	2.56	1.13	25
2	9	0	2	1	3	3	0	0	0	22	11	33	33	1.44	.88	43
3	9	1	3	3	2	0	0	0	11	33	33	22	0	2.33	1.00	33.5
4	9	7	2	0	0	0	0	0	78	22	0	0	0	3.78	.44	1
5	9	2	4	2	1	0	0	0	22	44	22	11	0	2.78	.97	17.5
6	9	7	0	1	1	0	0	0	78	0	11	11	0	3.44	1.13	4
7	9	6	3	0	0	0	0	0	67	33	0	0	0	3.67	.50	2
8	9	6	2	0	1	0	0	0	67	22	0	11	0	3.44	1.01	4
9	9	3	3	1	2	0	0	0	33	33	11	22	0	2.78	1.20	17.5
10	9	2	1	4	0	2	0	0	22	11	44	0	22	2.11	1.45	37
11	9	1	4	3	1	0	0	0	11	44	33	11	0	2.56	.88	25
12	9	5	2	1	1	0	0	0	56	22	11	11	0	3.22	1.09	8.5
13	9	1	0	3	2	3	0	0	11	0	33	22	33	1.33	1.32	45
14	9	3	2	4	0	0	0	0	33	22	44	0	0	2.89	.93	14
15	9	4	2	2	1	0	0	0	44	22	22	11	0	3.44	1.12	6.5
16	9	3	1	3	2	0	0	0	33	11	33	22	0	2.56	1.24	25
17	9	1	1	5	2	0	0	0	11	11	56	22	0	2.11	.93	37
18	9	3	1	4	0	1	0	0	33	11	44	0	11	2.56	1.33	25
19	9	1	3	4	1	0	0	0	11	33	44	11	0	2.44	.88	30.5
20	9	5	2	1	1	0	0	0	56	22	11	11	0	3.22	1.09	8.5
21	9	3	3	2	1	0	0	0	33	33	22	11	0	2.89	1.05	14
22	9	4	2	3	0	0	0	0	44	22	33	0	0	3.11	.93	11
23	9	0	2	3	3	1	0	0	0	22	33	11	0	1.67	1.00	41
24	9	1	3	2	2	1	0	0	11	33	22	22	11	2.11	1.27	37
25	8	2	0	1	1	4	0	1	25	0	13	13	50	1.38	1.77	44
26	9	2	2	3	2	0	0	0	22	22	33	22	0	2.44	1.13	30.5
27	9	4	2	3	0	0	0	0	44	22	33	0	0	3.11	.93	11
28	9	3	1	3	1	1	0	0	33	11	33	11	11	2.44	1.42	30.5
29	9	2	3	1	0	3	0	0	22	33	11	0	33	2.11	1.69	37
30	9	2	1	4	2	0	0	0	22	11	44	22	0	2.33	1.12	33.5
31	9	2	4	1	1	1	0	0	22	44	11	11	11	2.56	1.33	25
32	9	0	2	2	5	0	0	0	0	22	22	56	0	1.67	.87	41

KENTUCKY (continued)

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
33	9	3	1	4	0	1	0	0	33	11	44	0	11	2.56	1.33	25
34	9	4	3	1	0	1	0	0	44	33	11	0	11	3.00	1.32	6.5
35	9	4	2	2	0	1	0	0	44	22	22	0	11	2.89	1.36	14
36	9	3	2	2	2	0	0	0	33	22	22	22	0	2.67	1.22	20.5
37	9	4	5	0	0	0	0	0	44	56	0	0	0	3.44	.53	4
38	9	3	4	0	1	1	0	0	33	44	0	11	11	2.78	1.39	17.5
39	9	4	2	3	0	0	0	0	44	22	33	0	0	3.11	.93	11
40	9	4	2	1	1	1	0	0	44	22	11	11	11	2.78	1.48	17.5
41	9	1	3	2	2	1	0	0	11	33	22	22	11	2.11	1.27	37
42	9	3	0	5	1	0	0	0	33	0	56	11	0	2.56	1.13	25
43	9	2	3	3	1	0	0	0	22	33	33	11	0	2.67	1.00	20.5
44	9	2	1	5	1	0	0	0	22	11	56	11	0	2.44	1.01	30.5
45	9	1	0	4	3	1	0	0	11	0	44	33	11	1.67	1.12	41

Table 3b

KENTUCKY

1981 Ranked Data

Rank	NS#	Rank	NS#	Rank	NS#
1	4	16	5,9,38,40	31	--
2	7	17	--	32	--
3	6,8,37	18	--	33	3,30
4	--	19	--	34	--
5	--	20	36,43	35	10,17,24,29, 41
6	15,34	21	--	36	--
7	--	22	1,11,16,18, 31,33,42	37	--
8	12,20	23	--	38	--
9	--	24	--	39	--
10	22,27,39	25	--	40	23,32,45
11	--	26	--	41	--
12	--	27	--	42	--
13	14,21,35	28	--	43	2
14	--	29	19,26,28,44	44	25
15	--	30	--	45	13

Table 3c

KENTUCKY

Need Statements: 1980 vs. 1981

-BY RANK-

Rank	1980 Conference	1980 Validation	1981 Revalidation	Rank	1980 Conference	1980 Validation	1981 Revalidation
1	6	6	4	24	--	3,24	--
2	33	42	7	25	--	--	--
3	35	39	6, 8,37	26	--	5, 8	--
4	42	35	--	27	16	--	--
5	22	27	--	28	10	11	--
6	19,25	38	15,34	29	24	22	19,26,28,44
7	--	33	--	30	15	15	--
8	4,37	19	12,20	31	29	32	--
9	--	7,20	--	32	11	9	--
10	36	--	22,27,39	33	43	28	3,30
11	5	4	--	34	8	45	--
12	20,39	21	--	35	41	43	10,17,24,29 41
13	--	14	14,21,35	36	28	41	--
14	26	36	--	37	1	1	--
15	31	10	--	38	17	34	--
16	40	37	5, 9,38,40	39	13	16	--
17	21	12	--	40	44	17	23,32,45
18	12	30	--	41	23	23	--
19	45	40	--	42	18	18	--
20	14	25	36,43	43	9	44	2
21	27,38	26	--	44	2	2	25
22	--	29	1,11,16,18 31,33,42	45	34	13	13
23	3,7,30,32	31	--				

Table 3d

KENTUCKY

Ranks: 1980 vs. 1981

-BY NEED STATEMENT-

NS#	1980 Conference	1980 Validation	1981 Revalidation
1	37	37	25
2	44	44	43
3	24.5	24.5	33.5
4	8.5	11	1
5	11	26.5	17.5
6	1	1	4
7	24.5	9.5	2
8	34	26.5	4
9	43	32	17.5
10	28	15	37
11	32	28	25
12	18	17	8.5
13	39	45	45
14	20	13	14
15	30	30	6.5
16	27	39	25
17	38	40	37
18	42	42	25
19	6.5	8	30.5
20	12.5	9.5	8.5
21	17	12	14
22	5	29	11
23	41	41	41
24	29	24.5	37
25	6.5	20	44
26	14	21	30.5
27	21.5	5	11
28	36	33	30.5
29	31	22	37
30	24.5	18	33.5
31	15	23	25
32	24.5	31	41
33	2	7	25
34	45	38	6.5
35	3	4	14
36	28	14	20.5
37	8.5	16	4
38	21.5	6	17.5
39	12.5	3	11
40	16	19	17.5
41	35	36	37
42	4	2	25
43	33	35	20.5
44	40	43	30.5
45	19	34	41

Table 4a

OHIO

Revalidation Rating Data

N = 12

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
1	12	2	5	5	0	0	0	0	16	42	42	0	0	2.75	.75	39
2	12	4	1	6	1	0	0	0	33	8	50	8	0	2.67	1.07	44
3	12	11	1	0	0	0	0	0	92	8	0	0	0	3.92	.29	1
4	12	5	5	2	0	0	0	0	42	42	16	0	0	3.25	.75	8.5
5	12	1	5	4	2	0	0	0	8	42	33	16	0	2.42	.90	53
6	12	3	3	5	1	0	0	0	25	25	42	8	0	2.67	.98	44
7	12	3	4	5	0	0	0	0	25	33	42	0	0	2.83	.83	33.5
8	12	6	3	1	2	0	0	0	50	25	8	16	0	3.08	1.08	17.5
9	12	4	4	4	0	0	0	0	33	33	33	0	0	3.00	.85	24
10	12	1	7	4	0	0	0	0	8	58	33	0	0	2.75	.62	39
11	12	7	2	2	1	0	0	0	58	16	16	8	0	3.25	1.06	8.5
12	12	1	5	4	2	0	0	0	8	42	33	16	0	2.42	.90	53
13	12	0	2	5	3	2	0	0	0	16	42	25	16	1.58	1.00	61
14	11	4	5	1	0	1	1	0	36	45	9	0	9	3.00	1.18	24
15	12	2	6	3	0	1	0	0	16	50	25	0	8	2.67	1.07	44
16	12	4	4	2	1	1	0	0	33	33	16	8	8	2.75	1.29	39
17	10	2	6	0	2	0	1	1	20	60	0	20	0	2.80	1.03	36
18	12	6	5	1	0	0	0	0	50	42	8	0	0	3.42	.67	2
19	12	7	3	1	1	0	0	0	58	25	8	8	0	3.33	.98	5
20	12	5	4	2	1	0	0	0	42	33	16	8	0	3.08	1.00	17.5
21	11	6	2	1	2	0	1	0	55	18	9	18	0	3.09	1.22	13
22	12	2	6	3	1	0	0	0	16	50	25	8	0	2.75	.87	39
23	12	6	3	3	0	0	0	0	50	25	25	0	0	3.25	.87	8.5
24	12	4	6	1	1	0	0	0	33	50	8	8	0	3.08	.90	17.5
25	12	4	6	2	0	0	0	0	33	50	16	0	0	3.17	.72	11
26	11	5	2	4	0	0	1	0	45	18	36	0	0	3.09	.94	13
27	11	2	4	3	2	0	0	1	18	36	27	18	0	2.55	1.04	49.5
28	11	4	3	2	1	1	0	1	36	27	18	9	9	2.73	1.35	42
29	12	6	3	1	1	1	0	0	50	25	8	8	8	3.00	1.35	24
30	12	1	5	3	1	2	0	0	8	42	25	8	16	2.17	1.27	57
31	12	1	5	6	0	0	0	0	8	42	50	0	0	2.58	.67	47
32	12	4	2	3	3	0	0	0	33	16	25	25	0	2.58	1.24	47

OHIO (continued)

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
33	11	2	3	5	1	0	1	0	18	27	45	9	0	2.55	.93	49.5
34	12	5	3	3	1	0	0	0	42	25	25	8	0	3.00	1.04	24
35	11	3	6	1	1	0	1	0	27	55	9	9	0	3.00	.89	24
36	11	5	5	1	0	0	0	1	45	45	9	0	0	3.36	.67	3
37	11	4	4	3	0	0	0	1	36	36	27	0	0	3.09	.83	13
38	12	0	4	4	4	0	0	0	0	33	33	33	0	2.00	.85	59
39	12	2	5	3	2	0	0	0	16	42	25	16	0	2.58	1.00	47
40	12	4	4	2	2	0	0	0	33	33	16	16	0	2.83	1.11	33.5
41	12	4	3	5	0	0	0	0	33	25	42	0	0	2.92	.90	29
42	12	3	7	2	0	0	0	0	25	58	16	0	0	3.08	.73	17.5
43	12	4	4	3	1	0	0	0	33	33	25	8	0	2.92	1.00	29
44	12	2	4	3	3	0	0	0	16	33	25	25	0	2.42	1.08	53
45	12	2	3	4	3	0	0	0	16	25	33	25	0	2.33	1.07	55
46	12	5	5	2	0	0	0	0	42	42	16	0	0	3.25	.75	8.5
47	12	4	6	1	1	0	0	0	33	50	8	8	0	3.08	.90	17.5
48	12	3	6	3	0	0	0	0	25	50	25	0	0	3.00	.80	24
49	12	3	5	4	0	0	0	0	25	42	33	0	0	2.92	.79	29
50	12	6	3	1	2	0	0	0	50	25	8	16	0	3.08	1.16	17.5
51	12	1	3	6	2	0	0	0	8	25	50	16	0	2.25	.87	56
52	12	1	8	3	0	0	0	0	8	67	25	0	0	2.83	.58	33.5
53	12	0	7	4	1	0	0	0	0	58	33	8	0	2.50	.67	51
54	11	2	6	3	0	0	1	0	18	55	27	0	0	2.91	.70	31
55	12	4	6	1	0	1	0	0	33	50	8	0	8	3.00	1.13	24
56	12	6	4	2	0	0	0	0	50	33	16	0	0	3.33	.78	5
57	12	1	7	4	0	0	0	0	8	58	33	0	0	2.75	.62	39
58	12	5	6	1	0	0	0	0	42	50	8	0	0	3.33	.65	5
59	11	1	2	4	2	2	1	0	9	18	36	18	18	1.82	1.25	60
60	12	1	3	4	4	0	0	0	8	25	33	33	0	2.08	1.00	58
61	12	5	2	3	2	0	0	0	42	16	25	16	0	2.83	1.19	33.5

Table 4b

OHIO

1981 Ranked Data

Rank	NS#	Rank	NS#	Rank	NS#
1	3	21	9,14,29,34, 35,48,55	41	--
2	18	22	--	42	28
3	36	23	--	43	2,6,15
4	19,56,58	24	--	44	--
5	--	25	--	45	--
6	--	26	--	46	31,32,39
7	4,11,23,46	27	--	47	--
8	--	28	41,43,49	48	--
9	--	29	--	49	27,33
10	--	30	--	50	--
11	25	31	54	51	53
12	21,26,37	32	7,40,52,61	52	5,12,44
13	--	33	--	53	--
14	--	34	--	54	--
15	8,20,24,42, 47,50	35	--	55	45
16	--	36	17	56	51
17	--	37	1,10,16,22, 57	57	30
18	--	38	--	58	60
19	--	39	--	59	38
20	--	40	--	60	59
				61	13

Table 4c

OHIO

Need Statements: 1980 vs. 1981

-BY RANK-

Rank	1980 Conference	1980 Validation	1981 Revalidation
1	3	46	3
2	46	3	18
3	4	48	36
4	18	4	19,56,58
5	48	18	--
6	23	17	--
7	14	25	4,11,23,46
8	52	16	--
9	58	50	--
10	8	58	--
11	9	9	25
12	6	56	21,26,37
13	19	42	--
14	25	41	--
15	34	14	8,20,24,42,47,50
16	41	34	--
17	42	49	--
18	50	40	--
19	26,61	6	--
20	--	37	--
21	21	20	9,14,29,34,35,48,55
22	1,56	23	--
23	--	1	--
24	40	43	--
25	43,49	19	--
26	--	22	--
27	35	61	--
28	16	36	41,43,49
29	20	52	--
30	15	8	--
31	36	55	54
32	60	45	7,40,52,61
33	45	11	--
34	57	54	--
35	37	24	--
36	47	60	17
37	17	28	1,10,16,22,57
38	27	57	--
39	2	32	--
40	11,22	7	--
41	--	44	--
42	32,53	35	28
43	--	33	2, 6,15
44	55	26	--
45	5	15	--
46	7	5	31,32,39
47	28	53	--
48	44	27	--
49	10,33,39 51,54	2	27,33
50	--	21	--
51	--	51	53
52	--	47	5,12,44
53	--	29	--
54	30	39	--

OHIO (continued)

Rank	1980 Conference	1980 Validation	1981 Revalidation
55	31	31	45
56	59	30	51
57	24,29	38	30
58	--	10	60
59	38	12	38
60	13	59	59
61	12	13	13

Table 4d

OHIO

Ranks: 1980 vs. 1981

-BY NEED STATEMENT-

NS#	1980 Conference	1980 Validation	1981 Revalidation
1	22.5	23	39
2	39	49	44
3	1	2	1
4	3	4	8.5
5	45	46	53
6	12	19	44
7	46	40	33.5
8	10	30	17.5
9	11	11	24
10	51	58	39
11	40.5	33	8.5
12	61	59	53
13	60	61	61
14	7	15	24
15	30	45	44
16	28	8	39
17	37	6	36
18	4	5	2
19	13	25	5
20	29	21	17.5
21	21	50	13
22	40.5	26	39
23	6	22	8.5
24	57.5	35	17.5
25	14	7	11
26	19.5	44	13
27	38	48	49.5
28	47	37	42
29	57.5	53	24
30	54	56	57
31	55	55	47
32	42.5	39	47
33	51	43	49.5
34	15	16	24
35	27	42	24
36	31	28	3
37	35	20	13
38	59	57	59
39	51	54	47
40	24	18	33.5
41	16	14	29
42	17	13	17.5
43	25.5	24	29
44	48	41	53
45	33	32	55
46	2	1	8.5
47	36	52	17.5
48	5	3	24
49	25.5	17	29
50	18	9	17.5
51	51	51	56
52	8	29	33.5
53	42.5	47	51
54	51	34	31
55	44	31	24
56	22.5	12	5
57	34	38	39
58	9	10	5

OHIO (continued)

NS#	1980 Conference	1980 Validation	1981 Revalidation
59	56	60	60
60	32	36	58
61	19.5	27	33.5

Table 5a

TENNESSEE

Revalidation Rating Data

N = 14

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
1	13	1	6	5	1	0	1	0	8	46	38	8	0	2.54	0.78	36
2	14	2	10	2	0	0	0	0	14	71	14	0	0	3.00	0.55	20.5
3	14	4	2	5	2	1	0	0	29	14	36	14	7	2.43	1.28	40.5
4	14	1	7	6	0	0	0	0	7	50	43	0	0	2.64	0.63	32
5	13	3	2	7	1	0	1	0	23	15	54	8	0	2.54	0.97	36
6	14	3	5	6	0	0	0	0	21	36	43	0	0	2.79	0.80	27.5
7	14	5	6	3	0	0	0	0	36	43	21	0	0	3.14	0.77	15.5
8	14	4	1	9	0	0	0	0	29	7	64	0	0	2.64	0.93	32
9	13	1	6	6	0	1	0	0	7	43	43	0	7	2.43	0.94	40.5
10	13	4	6	2	1	0	1	0	31	46	15	8	0	3.00	0.91	20.5
11	14	2	1	7	3	1	0	0	14	7	50	21	7	2.00	1.11	49.5
12	14	0	1	3	2	8	0	0	0	7	21	14	57	0.79	1.05	63
13	14	1	3	5	2	3	0	0	7	21	36	14	21	1.79	1.25	54
14	13	1	3	4	4	1	0	1	8	23	31	31	8	1.92	1.12	53
15	14	3	5	4	1	1	0	0	21	36	29	7	7	2.57	1.16	34
16	13	0	1	4	1	7	1	0	0	8	31	8	54	0.92	1.12	62
17	14	1	9	4	0	0	0	0	7	64	29	0	0	2.79	0.75	27.5
18	14	6	7	0	1	0	0	0	43	50	0	7	0	3.29	0.83	8.5
19	14	5	2	4	1	2	0	0	36	14	29	7	14	2.50	1.45	38.5
20	14	6	5	3	0	0	0	0	43	36	21	0	0	3.21	0.80	12.5
21	14	2	4	4	3	1	0	0	14	29	29	21	7	2.21	1.19	46
22	14	2	6	5	1	0	0	0	14	43	36	7	0	2.64	0.84	32
23	14	0	7	4	3	0	0	0	0	50	29	21	0	2.29	0.83	45
24	14	1	6	4	3	0	0	0	7	43	29	21	0	2.36	0.93	43
25	14	8	5	1	0	0	0	0	57	36	7	0	0	3.50	0.65	4.5
26	14	5	5	4	0	0	0	0	36	36	29	0	0	3.07	0.83	18.5
27	14	11	2	1	0	0	0	0	79	14	7	0	0	3.71	0.61	1.5
28	14	5	6	1	1	1	0	0	36	43	7	7	7	2.93	1.21	22.5
29	14	0	1	2	7	4	0	0	0	7	14	50	29	1.00	0.88	61
30	14	3	2	1	8	0	0	0	21	14	7	57	0	2.00	1.30	49.5
31	13	2	1	2	4	4	1	0	15	8	15	31	31	1.46	1.45	56
32	14	3	4	4	1	2	0	0	21	29	29	7	14	2.36	1.34	43

TENNESSEE (continued)

Need Statement Number	n	Frequency 4	3	2	1	0	7	9	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
33	9	1	1	2	1	4	5	0	11	11	22	11	44	1.33	1.50	58
34	14	9	4	1	0	0	0	0	64	29	7	0	0	3.57	0.65	3
35	14	3	9	2	0	0	0	0	21	64	14	0	0	3.07	0.78	18.5
36	14	1	3	2	3	5	0	0	7	21	14	21	36	1.43	1.40	57
37	14	2	6	3	3	0	0	0	14	43	21	21	0	2.50	1.02	38.5
38	13	1	6	5	1	0	1	0	8	46	38	8	0	2.54	0.78	36
39	14	1	4	4	3	2	0	0	7	29	29	21	14	1.93	1.21	51.5
40	14	0	2	10	1	1	0	0	0	14	71	7	7	1.93	0.73	51.5
41	14	7	4	3	0	0	0	0	50	29	21	0	0	3.29	0.83	8.5
42	14	0	1	6	3	4	0	0	0	7	43	21	29	1.29	0.99	59
43	14	5	6	3	0	0	0	0	36	43	21	0	0	3.14	0.77	15.5
44	14	7	2	5	0	0	0	0	50	14	36	0	0	3.14	0.95	15.5
45	13	2	2	3	1	5	1	0	15	15	23	8	38	1.62	1.56	55
46	14	8	4	1	0	1	0	0	57	29	7	0	7	3.29	1.14	8.5
47	14	9	4	0	1	0	0	0	64	29	0	7	0	3.50	0.85	4.5
48	14	3	7	3	1	0	0	0	21	50	21	7	0	2.86	0.86	24.5
49	14	6	6	2	0	0	0	0	43	43	14	0	0	2.86	1.83	24.5
50	14	2	8	2	2	0	0	0	14	57	14	14	0	2.71	0.91	29.5
51	14	2	4	6	1	1	0	0	14	29	43	7	7	2.36	1.08	43
52	14	3	7	4	0	0	0	0	21	50	29	0	0	2.93	0.73	22.5
53	14	10	4	0	0	0	0	0	71	29	0	0	0	3.71	0.47	1.5
54	14	7	4	3	0	0	0	0	50	29	21	0	0	3.29	0.83	8.5
55	13	2	7	4	0	0	1	0	15	54	31	0	0	2.85	0.69	26
56	14	6	6	2	0	0	0	0	43	43	14	0	0	3.29	0.73	8.5
57	14	6	6	2	0	0	0	0	43	43	14	0	0	3.29	0.73	8.5
58	14	1	4	6	2	1	0	0	7	29	43	14	7	2.14	1.03	47
59	14	6	5	3	0	0	0	0	43	36	21	0	0	3.21	0.80	12.5
60	14	5	7	1	1	0	0	0	36	50	7	7	0	3.14	0.86	15.5
61	14	0	2	4	2	6	0	0	0	14	29	14	43	1.14	1.17	60
62	14	0	6	5	1	2	0	0	0	43	36	7	14	2.07	1.07	48
63	14	3	5	5	1	0	0	0	21	36	36	7	0	2.71	0.91	29.5

Table 5b

TENNESSEE

1981 Ranked Data

Rank	NS#	Rank	NS#	Rank	NS#
1	53,27	22	28,52	43	--
2	--	23	--	44	--
3	34	24	48,49	45	23
4	25,47	25	--	46	21
5	--	26	55	47	58
6	18,41,46,54, 56,57	27	6,17	48	62
7	--	28	--	49	11,30
8	--	29	50,63	50	--
9	--	30	--	51	39,40
10	--	31	4,8,22	52	--
11	--	32	--	53	14
12	20,59	33	--	54	13
13	--	34	15	55	45
14	7,43,44,60	35	1,5,38	56	31
15	--	36	--	57	36
16	--	37	--	58	33
17	--	38	19,37	59	42
18	26,35	39	--	60	61
19	--	40	3,9	61	29
20	2,10	41	--	62	16
21	--	42	32,51,24	63	12

Table 5c

TENNESSEE

Need Statements: 1980 vs. 1981

-BY RANK-

Rank	1980 Conference	1980 Validation	1981 Revalidation	Rank	1980 Conference	1980 Validation	1981 Revalidation
1	53,57	25	27,53	28	21	9	--
2	--	41	--	29	18	38	50,63
3	25	27	34	30	9,11,26,	23	--
4	56	46,53	25,47	31	--	54	4,8,22
5	1	--	--	32	--	24	--
6	34	56	18,41,46,54, 56,57	33	58	21	--
7	17	34	--	34	42	8	15
8	8	59	--	35	24,30	3	1,5,38
9	41	20	--	36	--	60	--
10	46	28	--	37	54	1	--
11	55	57	--	38	38,62	55	19,37
12	47	7,35	20,59	39	--	40	--
13	6,28	--	--	40	10	22	3,9
14	--	4	7,43,44,60	41	14	32	--
15	63	10,52	--	42	32	15	32,51,24
16	44	--	--	43	15	58	--
17	22	18,49	--	44	48	14	--
18	43	--	26,35	45	3	48	23
19	50,52	43	--	46	27	19	21
20	--	2	2,10	47	33	37	58
21	59	47	--	48	40	13	62
22	4	17	28,52	49	36	11	11,30
23	35	26	--	50	45	63	--
24	49	50	48,49	51	61	62	39,40
25	2	44,51	--	52	20	39	--
26	51	--	55	53	39	45	14
27	60	6	6,17	54	13	5	13

TENNESSEE (continued)

Rank	1980 Conference	1980 Validation	1981 Revalidation
55	7	12	45
56	19	30	31
57	37	61	36
58	29	33	33
59	12	36	42
60	23	42	61
61	31	16	29
62	5	31	16
63	16	29	12

Table 5d

TENNESSEE

Ranks: 1980 vs. 1981

-BY NEED STATEMENT-

NS#	1980 Conference	1980 Validation	1981 Revalidation
1	5	37	36
2	25	20	20.5
3	45	35	40.5
4	22	14	32
5	62	54	36
6	13.5	27	27.5
7	55	12.5	15.5
8	8	34	32
9	31	28	40.5
10	40	15.5	20.5
11	31	49	49.5
12	59	55	63
13	54	48	54
14	41	44	53
15	43	42	34
16	63	61	62
17	7	22	27.5
18	29	17.5	8.5
19	56	46	38.5
20	52	9	12.5
21	28	33	46
22	17	40	32
23	60	30	45
24	35.5	32	43
25	3	1	4.5
26	31	23	18.5
27	46	3	1.5
28	13.5	10	22.5
29	58	63	61
30	35.5	56	49.5
31	61	62	56
32	42	41	43
33	47	58	58
34	6	7	3
35	23	12.5	18.5
36	49	59	57
37	57	47	38.5
38	38.5	29	36
39	53	52	51.5
40	48	39	51.5
41	9	2	8.5
42	34	60	59
43	18	19	15.5
44	16	25.5	15.5
45	50	53	55
46	10	4.5	8.5
47	12	21	4.5
48	44	45	24.5
49	24	17.5	24.5
50	19.5	24	29.5
51	26	25.5	43
52	19.5	15.5	22.5
53	1.5	4.5	1.5
54	37	31	8.5
55	11	38	26
56	4	6	8.5
57	1.5	11	8.5
58	33	43	47

TENNESSEE (continued)

NS#	1980 Conference	1980 Validation	1981 Revalidation	NS#	1980 Conference	1980 Validation	1981 Revalidation
59	21	8	12.5	62	38.5	51	48
60	27	36	15.5	63	15	50	29.5
61	51	57	60				

Table 6a

VIRGINIA

Revalidation Rating Data

N = 20

Need Statement Number	n	Frequency 4	3	2	1	0	7	9	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	20	2	7	9	2	0	0	0	10	35	45	10	0	2.45	.83	41
2	19	6	8	3	2	0	1	0	32	42	16	11	0	2.95	.97	29.5
3	20	9	8	2	1	0	0	0	45	40	10	5	0	3.25	.85	13
4	20	7	8	3	2	0	0	0	35	40	15	10	0	3.00	.97	21.5
5	20	5	9	1	1	4	0	0	25	45	5	5	20	2.50	1.47	38
6	19	3	7	6	2	1	1	0	16	37	32	11	5	2.47	1.07	39
7	20	16	1	2	1	0	0	0	80	5	10	5	0	3.60	.88	2
8	19	6	9	2	2	0	1	0	32	47	11	11	0	3.00	.92	21.5
9	20	4	6	8	2	0	0	0	20	30	40	10	0	2.60	.94	36
10	20	4	12	3	1	0	0	0	20	60	15	5	0	2.95	.76	26.5
11	20	1	4	8	5	2	0	0	5	20	40	25	10	1.85	1.04	50
12	20	7	8	3	2	0	0	0	35	40	15	10	0	3.00	.97	21.5
13	20	2	5	11	1	1	0	0	10	25	55	5	5	2.30	.92	44.5
14	20	6	5	7	2	0	0	0	30	25	35	10	0	2.75	1.02	33
15	18	0	2	11	2	3	2	0	0	11	61	11	16	1.67	.91	52
16	19	1	6	7	2	3	1	0	5	32	37	11	16	2.00	1.15	49
17	19	6	8	4	1	0	0	1	32	42	21	5	0	3.00	.88	21.5
18	20	7	10	2	1	0	0	0	35	50	10	5	0	3.15	.81	15
19	20	10	8	2	0	0	0	0	50	40	10	0	0	3.40	.68	8
20	20	3	7	4	2	4	0	0	15	35	20	10	20	2.15	1.39	48
21	20	10	8	1	1	0	0	0	50	40	5	5	0	3.35	.81	10.5
22	19	7	6	5	1	0	1	0	37	32	26	5	0	3.00	.94	21.5
23	20	9	5	4	1	1	0	0	45	25	20	5	5	3.00	1.17	21.5
24	20	14	4	1	1	0	0	0	70	20	5	5	0	3.55	.83	3
25	19	11	6	2	0	0	1	0	58	32	11	0	0	3.47	.70	6.5
26	20	2	8	7	2	1	0	0	10	40	35	10	5	2.40	.99	42
27	18	10	7	1	0	0	2	0	56	39	6	0	0	3.50	.62	4.5
28	19	5	10	4	0	0	0	1	26	53	21	0	0	3.05	.71	16.5
29	18	2	5	7	3	1	1	1	11	28	39	17	6	2.22	1.06	47
30	19	4	12	3	0	0	1	0	21	63	16	0	0	3.05	.62	16.5
31	19	4	10	5	0	0	1	0	21	53	26	0	0	2.95	.71	29.5
32	20	14	6	0	0	0	0	0	70	30	0	0	0	3.70	.47	1

VIRGINIA (continued)

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
33	20	7	7	5	0	1	0	0	35	35	25	0	5	2.95	1.05	26.5
34	20	4	7	7	2	0	0	0	20	35	35	10	0	2.65	.93	34.5
35	19	10	8	1	0	0	1	0	53	42	5	0	0	3.47	.61	6.5
36	19	8	9	2	0	0	1	0	42	47	11	0	0	3.16	.67	14
37	19	9	7	2	1	0	1	0	47	37	11	5	0	3.26	.87	12
38	18	4	5	6	3	0	2	0	22	28	33	17	0	2.56	1.04	37
39	20	8	6	4	1	1	0	0	40	30	20	5	5	2.95	1.15	26.5
40	20	11	8	1	0	0	0	0	55	40	5	0	0	3.50	.61	4.5
41	20	11	7	1	0	1	0	0	55	35	5	0	5	3.35	.99	10.5
42	20	5	7	6	0	2	0	0	25	35	30	0	10	2.65	1.39	34.5
43	19	10	8	0	0	1	1	0	53	42	0	0	5	3.37	.96	9
44	19	8	6	1	2	2	1	0	42	32	5	11	11	2.84	1.38	31
45	20	7	6	6	1	0	0	0	35	30	30	5	0	2.95	.94	26.5
46	17	4	4	6	2	1	3	0	24	24	35	12	6	2.47	1.18	40
47	19	0	2	12	3	2	1	0	0	11	63	16	11	1.74	.81	51
48	20	6	10	3	1	0	0	0	30	50	15	5	0	3.05	.83	18
49	20	4	6	5	2	3	0	0	20	30	25	10	15	2.30	1.34	44.5
50	19	5	5	5	0	4	1	0	26	26	26	0	21	2.37	1.46	43
51	19	1	10	4	1	3	1	0	5	53	21	5	16	2.26	1.19	46
52	18	6	5	5	1	1	2	0	75	28	28	6	6	2.78	1.17	32

Table 6b

VIRGINIA

1981 Ranked Data

Rank	NS#	Rank	NS#	Rank	NS#
1	32	18	48	35	--
2	7	19	4,8,12,17, 22,23	36	9
3	24	20	--	37	38
4	27,40	21	--	38	5
5	--	22	--	39	6
6	25,35	23	--	40	46
7	--	24	--	41	1
8	19	25	10,33,39,45	42	26
9	43	26	--	43	50
10	21,41	27	--	44	13,49
11	--	28	--	45	--
12	37	29	2,31	46	51
13	3	30	--	47	29
14	36	31	44	48	20
15	18	32	52	49	16
16	28,30	33	14	50	11
17	--	34	34,42	51	47
				52	15

Table 6c

VIRGINIA

Need Statements: 1980 vs. 1981

-BY RANK-

Rank	1980 Conference	1980 Validation	1981 Revalidation	Rank	1980 Conference	1980 Validation	1981 Revalidation
1	7	7	32	27	--	23	--
2	24	24	7	28	14	25	--
3	37	21	24	29	2	22	2,31
4	39	37	27,40	30	51	9	--
5	3,44	35	--	31	46	10	44
6	--	32	25,35	32	1	39	52
7	5,40	3,27	--	33	16	42	14
8	--	--	19	34	6,13	33	34,42
9	35	19	43	35	--	28	--
10	9	34	21,41	36	12	6	9
11	17	12	--	37	8	20	38
12	19,27,36 48	4	37	38	34,42	51	5
13	--	40	3	39	--	1	6
14	--	18	36	40	20	46	46
15	--	31	18	41	50	49	1
16	18,21,52	5	28,30	42	23,29	50	26
17	--	41	--	43	--	8	50
18	--	17	48	44	25,49	13	13,49
19	31	48	4, 8,12,17, 22,23	45	--	38	--
20	32	43	--	46	10	29	51
21	45	36	--	47	33	14	29
22	41	45	--	48	26,38	16	20
23	28	52	--	49	--	26	16
24	4	30	--	50	11	11	11
25	30	44	10,33,39,45	51	15	47	47
26	22,43	2	--	52	47	15	15

Table 6d

VIRGINIA

Ranks: 1980 vs. 1981

-BY NEED STATEMENT-

NS#	1980 Conference	1980 Validation	1981 Revalidation	NS#	1980 Conference	1980 Validation	1981 Revalidation
1	32	39	41	27	13.5	7.5	4.5
2	29	26	29.5	28	23	35	16.5
3	5.5	7.5	13	29	42.5	46	47
4	24	12	21.5	30	25	24	16.5
5	7.5	16	38	31	19	15	29.5
6	34.5	36	39	32	20	6	1
7	1	1	2	33	47	34	26.5
8	37	43	21.5	34	38.5	10	34.5
9	10	30	36	35	9	5	6.5
10	46	31	26.5	36	13.5	21	14
11	50	50	50	37	3	4	12
12	36	11	21.5	38	48.5	45	37
13	34.5	44	44.5	39	4	32	26.5
14	28	47	33	40	7.5	13	4.5
15	51	52	52	41	22	17	10.5
16	33	48	49	42	38.5	33	34.5
17	11	18	21.5	43	26.5	20	9
18	17	14	15	44	5.5	25	31
19	13.5	9	8	45	21	22	26.5
20	40	37	48	46	31	40	40
21	17	3	10.5	47	52	51	51
22	26.5	29	21.5	48	13.5	19	18
23	42.5	27	21.5	49	44.5	41	44.5
24	2	2	3	50	41	42	43
25	44.5	28	6.5	51	30	38	46
26	48.5	49	42	52	17	23	32

Table 7a

WEST VIRGINIA

Revalidation Rating Data

N = 15

Need Statement Number	n	Frequency 4	3	2	1	0	7	9	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	15	7	5	2	1	0	0	0	47	33	13	7	0	3.20	.94	16.5
2	15	3	7	5	0	0	0	0	20	47	33	0	0	2.87	.74	31
3	15	4	3	5	2	1	0	0	27	20	33	13	7	2.47	1.25	51.5
4	15	6	3	3	3	0	0	0	40	20	20	20	0	2.80	1.21	36
5	15	6	6	0	1	2	0	0	40	40	0	7	13	2.87	1.41	31
6	15	6	5	3	0	1	0	0	40	33	20	0	7	3.00	1.13	25.5
7	14	9	3	1	1	0	1	0	64	21	7	7	0	3.43	.94	2.5
8	15	3	5	4	3	0	0	0	20	33	27	20	0	2.53	1.06	49
9	13	3	2	6	0	2	2	0	23	15	46	0	15	2.31	1.32	58
10	13	2	3	4	2	2	2	0	15	23	31	15	15	2.08	1.32	62
11	15	9	4	1	1	0	0	0	60	27	7	7	0	3.40	.91	5.5
12	15	5	1	3	4	2	0	0	33	7	20	27	13	2.20	1.52	60
13	15	4	3	4	4	0	0	0	27	20	27	27	0	2.47	1.19	51.5
14	15	4	4	5	2	0	0	0	27	27	33	13	0	2.67	1.05	43
15	15	5	3	6	1	0	0	0	33	20	40	7	0	2.80	1.01	36
16	15	0	4	4	3	4	0	0	0	27	27	20	27	1.53	1.19	66
17	15	1	6	3	3	2	0	0	7	40	20	20	13	2.07	1.22	63
18	15	8	4	2	1	0	0	0	53	27	13	7	0	3.27	.96	12
19	15	5	4	4	2	0	0	0	33	27	27	13	0	2.80	1.08	36
20	15	6	4	2	3	0	0	0	40	27	13	20	0	2.87	1.19	31
21	15	7	4	3	0	1	0	0	47	27	20	0	7	3.07	1.16	22.5
22	15	5	5	5	0	0	0	0	33	33	33	0	0	3.00	.85	25.5
23	15	7	7	1	0	0	0	0	47	47	7	0	0	3.40	.63	5.5
24	15	8	5	2	0	0	0	0	53	33	13	0	0	3.40	.74	5.5
25	14	7	4	1	2	0	1	0	50	29	7	14	0	3.14	1.10	18.5
26	14	9	4	1	0	0	1	0	64	29	7	0	0	3.57	.65	1
27	14	6	2	3	3	0	1	0	43	14	21	21	0	2.79	1.25	39
28	15	2	9	1	3	0	0	0	13	60	7	20	0	2.67	.98	43
29	15	4	4	1	5	1	0	0	27	27	7	33	7	2.33	1.40	57
30	15	8	4	3	0	0	0	0	53	27	20	0	0	3.33	.82	8.5
31	15	2	2	2	3	6	0	0	13	13	13	20	6	1.40	1.50	67
32	15	3	3	2	4	3	0	0	20	20	13	27	20	1.93	1.49	64

WEST VIRGINIA (continued)

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
33	15	6	6	2	1	0	0	0	40	40	13	7	0	3.13	.92	20.5
34	15	7	0	5	2	1	0	0	47	0	33	13	7	2.67	1.40	43
35	15	8	4	2	0	1	0	0	53	27	13	0	7	3.20	1.15	16.5
36	15	4	4	3	3	1	0	0	27	27	20	20	7	2.47	1.30	51.5
37	15	7	6	1	1	0	0	0	47	40	7	7	0	3.27	.88	12
38	15	8	5	0	2	0	0	0	53	33	0	13	0	3.27	1.03	12
39	15	6	1	4	4	0	0	0	40	7	27	27	0	2.60	1.30	46
40	15	4	6	4	1	0	0	0	27	40	27	7	0	2.87	.92	31
41	14	8	4	0	2	0	1	0	57	29	0	14	0	3.29	1.07	10
42	14	3	5	3	3	0	1	0	21	36	21	21	0	2.57	1.09	47.5
43	12	3	2	3	3	1	3	0	25	17	25	25	8	2.25	1.36	59
44	14	5	7	1	1	0	0	1	36	50	7	7	0	3.14	.86	18.5
45	15	9	3	3	0	0	0	0	60	20	20	0	0	3.40	.83	5.5
46	14	2	4	6	2	0	1	0	14	29	43	14	0	2.43	.94	54
47	15	3	5	4	2	1	0	0	20	33	27	13	7	2.47	1.19	51.5
48	14	5	5	3	1	0	1	0	36	36	21	7	0	3.00	.96	25.5
49	13	6	5	1	1	0	2	0	46	38	8	8	0	3.23	.93	14
50	15	8	5	1	1	0	0	0	53	33	7	7	0	3.33	.90	8.5
51	15	5	5	3	2	0	0	0	33	33	20	13	0	2.87	1.06	31
52	15	5	7	3	0	0	0	0	33	47	20	0	0	3.13	.74	20.5
53	14	3	3	7	1	0	0	1	21	21	50	7	0	2.57	.94	47.5
54	14	7	6	1	0	0	1	0	50	43	7	0	0	3.43	.65	2.5
55	15	4	5	5	1	0	0	0	27	33	33	7	0	2.80	.94	36
56	14	2	9	3	0	0	1	0	14	64	21	0	0	2.93	.62	28
57	15	3	7	4	1	0	0	0	20	47	27	7	0	2.80	.86	36
58	15	4	6	3	1	1	0	0	27	40	20	7	7	2.73	.88	40
59	15	5	6	3	1	0	0	0	33	40	20	7	0	3.00	.93	25.5
60	15	5	7	2	1	0	0	0	33	47	13	7	0	3.07	.88	22.5
61	14	3	4	6	1	0	1	0	21	29	43	7	0	2.64	.93	45
62	15	2	3	6	3	1	0	0	13	20	40	20	7	2.13	1.13	61
63	15	4	4	2	4	1	0	0	27	27	13	27	7	2.40	1.35	55.5
64	13	3	5	3	2	0	2	0	23	38	23	15	0	2.69	1.03	41
65	14	7	4	2	1	0	1	0	50	29	14	7	0	3.21	.97	15

WEST VIRGINIA (continued)

Need Statement Number	n	Frequency							Percent					Mean	Standard Deviation	Rank
		4	3	2	1	0	7	9	4	3	2	1	0			
66	15	3	1	4	3	4	0	0	20	7	27	20	27	1.73	1.49	65
67	15	4	3	5	1	2	0	0	27	20	33	7	13	2.40	1.35	55.5

Table 7b

WEST VIRGINIA

1981 Ranked Data

Rank	NS#	Rank	NS#	Rank	NS#
1	26	23	--	45	61
2	7,54	24	6,22,48,59	46	39
3	--	25	--	47	53,42
4	11,23,24,45	26	--	48	--
5	--	27	--	49	8
6	--	28	56	50	3,13,36,47
7	--	29	2,5,20,40 51	51	--
8	30,50	30	--	52	--
9	--	31	--	53	--
10	41	32	--	54	46
11	18,37,38	33	--	55	63,67
12	--	34	4,15,19,55, 57	56	--
13	--	35	--	57	29
14	49	36	--	58	9
15	65	37	--	59	43
16	1,35	38	--	60	12
17	--	39	27	61	62
18	25,44	40	58	62	10
19	--	41	64	63	17
20	23,52	42	14,28,34	64	32
21	--	43	--	65	66
22	21,60	44	--	66	16
				67	31

Table 7c

WEST VIRGINIA

Need Statements: 1980 vs. 1981

-BY RANK-

Rank	1980 Conference	1980 Validation	1981 Revalidation	Rank	1980 Conference	1980 Validation	1981 Revalidation
1	18	28	26	30	--	27	--
2	36	37	7,54	31	65	3,50	--
3	21	5	--	32	12	--	--
4	54	26	11,23,24,45	33	20	35	--
5	22	30	--	34	33	51,61	4,15,19,55,57
6	45	7	--	35	42	--	--
7	23,28	6	--	36	64	18	--
8	--	24	30,50	37	2	36	--
9	11	45	--	38	13,14,47	34	--
10	6	67	41	39	--	1	27
11	50	11	18,37,38	40	--	14	58
12	1	38	--	41	4,34,39 52	8	64
13	8	20	--	42	--	9	14,28,34
14	35,44,67	44	49	43	--	12	--
15	--	4	65	44	--	33	--
16	--	25,40	1,35	45	61	22	61
17	7	--	--	46	51	59	39
18	24	41,54	25,44	47	19,59	43	53,42
19	37	--	--	48	--	58	--
20	46	39	33,52	49	3,27,53	19	8
21	5,26,56	55	--	50	--	53	3,13,36,47
22	--	23	21,60	51	--	60	--
23	--	52	--	52	60	46	--
24	41	48	6,22,48,59	53	43	21	--
25	30,49	49	--	54	66	13	46
26	--	47	--	55	48,55	64	63,67
27	38	15	--	56	--	57	--
28	25	65	56	57	9,57	42	29
29	15,40	2	2, 5,20,40 51	58	--	63	9

WEST VIRGINIA (continued)

Rank	1980 Conference	1980 Validation	1981 Revalidation	Rank	1980 Conference	1980 Validation	1981 Revalidation
59	58	56	43	64	62	32	32
60	32	62,66	12	65	16	31	66
61	10	--	62	66	17,31	17	16
62	29	10	10	67	--	16	31
63	63	29	17				

Table 7d

WEST VIRGINIA

Ranks: 1980 vs. 1981

-BY NEED STATEMENT-

NS#	1980 Conference	1980 Validation	1981 Revalidation
1	12	39	16.5
2	37	29	31
3	50	31.5	51.5
4	42.5	15	36
5	22	3	31
6	10	7	25.5
7	17	6	2.5
8	13	41	49
9	57.5	42	58
10	61	62	62
11	9	11	5.5
12	32	43	60
13	39	54	51.5
14	39	40	43
15	29.5	27	36
16	65	67	66
17	66.5	66	63
18	1	36	12
19	47.5	49	36
20	33	13	31
21	3	53	22.5
22	5	45	25.5
23	7.5	22	5.5
24	18	8	5.5
25	28	16.5	18.5
26	22	4	1
27	50	30	39
28	7.5	1	43
29	62	63	57
30	25.5	5	8.5
31	66.5	65	67
32	60	64	64
33	34	44	20.5
34	42.5	38	43
35	15	33	16.5
36	2	37	51.5
37	19	2	12
38	27	12	12
44	15	14	18.5
45	6	9	5.5
46	20	52	54
47	39	26	51.5
48	55.5	24	25.5
49	25.5	25	14
50	11	31.5	8.5
51	46	34.5	31
52	42.5	23	20.5
53	50	50	47.5
54	4	18.5	2.5
55	55.5	21	36
56	22	59	28
57	57.5	56	36
58	59	48	40
59	47.5	46	25.5
60	52	51	22.5
61	45	34.5	45
62	64	60.5	61
63	63	58	55.5

WEST VIRGINIA (continued)

NS#	1980 Conference	1980 Validation	1981 Revalidation	NS#	1980 Conference	1980 Validation	1981 Revalidation
64	36	55	41	66	54	60.5	65
65	31	28	15	67	15	10	55.5

Table 8

COMPARISON DATA

			1980 Conf. vs 1980 Val.				1980 Conf. vs 1981 Reval.				1980 Val. vs 1981 Reval.			
State	I*	df	ρ	t_{obs}	t_{crit}	p	ρ	t_{obs}	t_{crit}	p	ρ	t_{obs}	t_{crit}	p
AL	64	62	.86	18.10	4.17	.0001	.71	7.90	4.17	.0001	.75	8.89	4.17	.0001
KY	45	43	.79	11.30	4.32	.0001	.35	2.41	2.02	.05	.49	3.64	3.54	.001
OH	61	59	.80	13.74	4.17	.0001	.67	6.86	4.17	.0001	.62	6.11	4.17	.0001
PA	57	55	.76	11.47	4.21	.0001	--	--	--	--	--	--	--	--
TN	63	61	.63	8.13	4.17	.0001	.64	6.46	4.17	.0001	.87	13.87	4.17	.0001
VA	52	50	.73	9.78	4.24	.0001	.63	5.67	4.24	.0001	.82	10.14	4.24	.0001
WV	67	65	.58	7.22	4.16	.0001	.66	7.06	4.16	.0001	.68	7.48	4.16	.0001

---

*Number of Need Statement Items contrasted

When comparing the 1980 validation data to the 1981 revalidation data, the correlations were again similar in five of the six states and all statistically significant at the .0001 level. In Kentucky there was again a substantial drop in the correlation, but it was still significant at the .001 level.

Summary

As a mechanism for providing a continual update on the status of educational needs of AEL's seven member-state region, a revalidation study was conducted.

Results of the study indicate that while there was some variations from the original study, the importance of the educational needs has apparently not shifted extremely. That is, what was judged to be important in 1980 is still important in 1981. Consequently, no major shifts in AEL R & D services to the region and no major shifts in long-term programmatic R & D should occur as function of the results of this study. Because minor changes within each state did occur, AEL staff who are directly responsible for providing services to the states should consider the changes and develop work plans and strategies accordingly.

APPENDIX A

PARTICIPANT/VALIDATOR SELECTION

SUGGESTED CRITERIA

It is suggested that the following criteria be considered when selecting conference participants and validators.

- knowledge of education
- positive attitude toward ruralism and Appalachia
- category/group representation
- state-wide distribution

State Conference Participants

(n = 25)

Parents (3)

- w/college student
- w/high school student
- w/elementary student

Students (1)

- High School
  Student Council
- College student

Teachers (4)

- Vocational
- Secondary
- Elementary
- Pupil services

LEA Officials (3)

- Board member
- Superintendent
- Principal

Intermediate Service Agency (1)

SEA Officials (2)

- Director, Planning, Research & Evaluation
- CSSO Delegate

Institution of Higher Education (2)

- Administration
- Curriculum

State (non-education) (3)

- Health/Welfare Department
- Labor
- Employment Security

Business/Labor (3)

- National Alliance of Businessmen
- Chamber of Commerce
- AFL-CIO/UMW

Equity/Balance (3)

- NAACP
- State AA/EOE Representative
- Administration on Aging

APPENDIX B

Appalachia
Educational
Laboratory

August 24, 1981

Dear Validator:

You have been identified as a person who is interested in the educational needs of your state, and as one who would be willing to spend approximately one hour participating in this needs assessment project. This project is a joint effort between your State Department of Education and the Appalachia Educational Laboratory and is a continuation of the comprehensive project initiated in 1980.

Enclosed are all the materials you will need to successfully accomplish your validation/rating task.

- AEL to Assess Educational R & D Needs. This brochure provides an overall summary of the original 1980 needs assessment project. Note the special and significant contribution of the original validators to the project. Similarly, your participation and contribution is also significant.
- Instructions. These instructions will provide you the direction/guidance required to complete your task.
- Need Statements Instrument. The need statements are to be assigned priority ratings according to the enclosed instructions. These statements came from a needs assessment conference conducted in your state.
- Self-addressed Return Envelope (stamped). This envelope is to be used for mailing the completed Need Statements Instrument to AEL.

The number that you see stamped on the last page of the instrument and the numbers in front of each need statement are for data control or analysis purposes. Furthermore, the numbers in front of each need statement have nothing to do with the importance of the needs statements--your task is to give us such input. I will be responsible for data analysis of the needs statement ratings. Your responses will be carefully coded (using the numbering system) so that confidentiality will be preserved. No one except myself and my data coder will see your individual ratings--only summaries of the data will be distributed.

Appalachia Educational Laboratory, Inc
1031 Quarrier Street P.O. Box 1348 • Charleston, West Virginia 25325 • (304) 347-0400
An Affirmative Action Equal Opportunity Employer

I would like to thank you for your cooperation in this important activity. If you have any questions, please feel free to call me toll free at 1-800/624-9120.

Now read the first enclosure for your own information. Then, after following the instructions printed on the instruction sheet, please return the rated Need Statements Instrument no later than seven (7) days after you receive it.

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Needs Assessment

JES:dws

Enclosures

AEL to Assess Educational R & D Needs

The Appalachia Educational Laboratory (AEL) is conducting a major assessment of educational needs in its seven member states. The study will produce well-documented statements of research and development needs specific to each state, as well as the agenda for AEL's R & D work. These results will be useful to both AEL and the individual states for establishing research and development priorities in education. Primary support for the study is being provided by the National Institute of Education (NIE).

Needs assessments are not new to the Laboratory. AEL is a non-profit corporation created and controlled by educators of its member states. Its function is to provide the states, separately and collectively, a specialized research and development approach for meeting the verified educational needs of the Region. However, the 1980 assessment differs from previous AEL needs studies. In the current project, AEL staff will work with states to translate identified *educational needs* into statements about *R & D needs* that states can use, independent from AEL, as a basis for decisions about educational R & D planning.

MAJOR EVENTS:

Several major events will occur between February and September 1980. Conferences will be convened in each of the seven member states. Through a structured process, participants will develop a list of state *educational needs*. These lists, combined with educational needs identified by AEL staff members in the course of their work, will be submitted to a larger sample of each state's population for validation. The lists of validated *educational needs* will be translated into *R & D needs* through interactions by Laboratory staff with the Chief State School Officer, department of education personnel, and AEL Board members in the individual states. The R & D needs statements may then be used by states (1) to select short-term R & D service projects to be conducted with AEL, and (2) to identify potential R & D projects that can be conducted using other means of support.

Needs information produced by member states also will guide AEL's long-term R & D planning. A committee of AEL Board members and an NIE representative will be charged with recommending to the Laboratory's Executive Board alternate long-term, programmatic R & D agendas. Major information sources to be used by the committee in its decision-making are a multi-state/regional needs matrix, developed from the seven lists of state-specific educational needs; each state's R & D needs statements; and a set of specially prepared scholarly papers.

The AEL Executive Board will receive the committee's report and select one long-term, programmatic R & D agenda that will guide AEL's work during the next decade. The long-term agenda will include work recommended for support under AEL's institutional agreement with NIE, as well as work recommended for support by other funding sources.

SPECIAL FEATURES:

The 1980 needs assessment contains several special features:

- **Equitable representation in selection of conference participants.** Since initial identification of each state's educational needs will occur at the individual conferences, an equitable balance of participants will be selected to represent a broad array of agencies and organizations.
- **Validation of needs by a larger sample of state's residents.** A larger sample of people representing the same groups attending the conferences will be used to verify identified educational needs.
- **Commissioned papers to give in-depth perspectives.** Educational scholars will be commissioned to prepare papers that will refine and expand information about the Region's most prevalent needs.

ANTICIPATED RESULTS:

The results of the needs assessment have high potential for positive impact on education in the Region. Information resulting from the study will be useful to the member states as well as to the Laboratory for making decisions about educational R & D priorities.

Three particular results may have immediate impact:

- the listings of each state's most critical R & D needs,
- the identification of state department/AEL R & D service projects, and
- the determination of AEL's long-term, programmatic R & D agenda.

FUTURE PLANS:

Since educational needs, and therefore R & D needs, are dynamic, AEL will implement a major needs assessment every three years. Through systematic repetition, the Laboratory can adjust its response to regional needs, both in terms of short-term R & D services and long-term, programmatic R & D work. In addition, AEL can assist member states in appropriately redirecting their R & D focus as some needs are met and new needs emerge.

MORE INFORMATION:

A flowchart outlining the progression of the needs assessment and a document describing the design of the project are available from the Laboratory. To obtain these or other information about AEL's 1980 needs assessment, call or write:

Terry L. Eidell, Director
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, WV 25325
304/344-8371

VALIDATION INSTRUCTIONS

1. Attached is an instrument containing statements of educational need and a scale for rating the importance of each need. The scale uses the following notation:

   4: I believe that this need has extreme importance in our state.

   3: I believe that this need has considerable importance in our state.

   2: I believe that this need has some importance in our state.

   1: I believe that this need has relatively little importance in our state.

   0: I really don't think that this is a need in our state.

   ?: I don't understand this need statement well enough to be able to rate its importance.

2. Please read the first need statement. Think about the personal priority you place on that need and the potential impact on the state if that need can be met. Then, with these things in mind, rate the importance of the need statement by circling the appropriate numeral on the scale. (Circle only one numeral for each need statement).

3. Repeat this procedure for each of the other need statements: read it carefully, think about the two considerations, and then rate its importance accordingly.

4. When you've completed the rating procedures, slip the completed instrument into the envelope and return to AEL (the envelope is already addressed and stamped).

APPENDIX C

ALABAMA

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

1	What is: There is currently not enough discipline in public schools; school personnel and parents are too tolerant of deviant behavior. What is preferred: That more discipline be exercised in public schools.	4	3	2	1	0	?
2	What is: Including special teachers and administrators in student/teacher ratio calculations results in deflated ratios. What is preferred: That only classroom teachers (and not special teachers and administrators) be utilized in student/teacher ratio calculations.	4	3	2	1	0	?
3	What is: Student behaviors indicate a lack of pride and respect for self and others. What is preferred: That student behaviors indicate more pride and respect for self and others.	4	3	2	1	0	?
4	What is: Because standards have deteriorated over the past several years, students are graduating from high school without necessarily receiving a high school education. In fact, many students are advanced through the system as functional illiterates. What is preferred: That to reduce the rate of illiteracy, consistent academic standards be established which require students to meet higher levels of performance before they are issued a high school diploma.	4	3	2	1	0	?
5	What is: Problems involving race relations are not adequately addressed. What is preferred: That the problems of race relations be adequately addressed.	4	3	2	1	0	?
6	What is: Women are not often found in leadership positions in education. What is preferred: That there be better balance of males and females in leadership positions.	4	3	2	1	0	?
7	What is: Teacher preparation program standards are inconsistent. What is preferred: That there be more coordination and consistency in teacher training programs.	4	3	2	1	0	?
8	What is: Archiac accounting procedures do not measure and promote cost effectiveness of programs. What is preferred: That accounting procedures be updated to measure and promote cost effectiveness.	4	3	2	1	0	?
9	What is: School board members are expected to make decisions without adequate orientation. What is preferred: That school board members receive adequate orientation.	4	3	2	1	0	?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

10 What is: Many educational facilities are in deplorable condition.

What is preferred: That school buildings be upgraded to provide a safe environment conducive to learning.

4 3 2 1 0 ?

---

11 What is: Students do not receive adequate exposure to the fine arts.

What is preferred: That fine arts be offered as a part of the regular curriculum.

4 3 2 1 0 ?

---

12 What is: Teacher and administrator training programs are not substantive.

What is preferred: That teacher and administrator training programs become substantive.

4 3 2 1 0 ?

---

13 What is: A lack of understanding and tolerance often excludes disabled children from education.

What is preferred: That the public be educated to be accepting and tolerant of people who are disabled.

4 3 2 1 0 ?

---

14 What is: Colleges vary widely in the quality of the teacher preparation programs which lead to certification. Requirements for certification are standardized but the programs themselves are not.

What is preferred: That more uniform standards for assessing quality be developed and consistently applied.

4 3 2 1 0 ?

---

15 What is: Many counselors who are paid from vocational funds do little or no vocational counseling.

What is preferred: That counselors who are paid from vocational funds engage primarily in vocational counseling.

4 3 2 1 0 ?

---

16 What is: Many children are inappropriately receiving their education in institutions for the handicapped.

What is preferred: That adequate funding for special education be available to move those children into the least restrictive environment.

4 3 2 1 0 ?

---

17 What is: While Alabama had good legislation supporting teaching of economics education, actual training of economics teachers is limited.

What is preferred: That a program be implemented to prepare teachers to teach economics, including the virtues of the free enterprise system.

4 3 2 1 0 ?

---

18 What is: Few schools offer foreign language instruction.

What is preferred: That schools be required to offer foreign language instruction (e.g. French or Spanish) beginning at kindergarten level.

4 3 2 1 0 ?

---

19 What is: There is currently a lack of constructive parental involvement and support in educational programs.

What is preferred: That constructive parental involvement and support in educational programs be increased.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

20 What is: There is currently a great proliferation and duplication of educational programs at the post-secondary level.

What is preferred: That specific policies be formulated and implemented to eliminate or reduce such proliferation and duplication.

4 3 2 1 0 ?

21 What is: Too few individuals have responsibility for selecting social studies textbooks.

What is preferred: That a wide cross-section of individuals including teachers, businessmen, historians and parents have responsibility for selecting social studies textbooks which include adequate treatment of the free enterprise system.

4 3 2 1 0 ?

22 What is: While widespread lip service is given to career education, implementation of programs and curricula is inadequate.

What is preferred: That well-coordinated career education programs be established in every school in the state.

4 3 2 1 0 ?

23 What is: Inadequate articulation occurs between secondary and post-secondary programs.

What is preferred: That a plan be adopted and enforced to increase program articulation, in both academic and technical areas, between secondary and post-secondary institutions.

4 3 2 1 0 ?

24 What is: Parents are neither informed about nor sufficiently understand their responsibilities in the educational process.

What is preferred: That through more open communications between parents and educators, parents be better informed and more fully understand their role in the educational process.

4 3 2 1 0 ?

25 What is: Spasmodic development of education has resulted in educational priorities that are ambiguous and indefinite.

What is preferred: That a master plan be developed for all levels of education which determines and communicates long-term educational priorities.

4 3 2 1 0 ?

26 What is: Schools attempt to do too much.

What is preferred: That schools redefine their role and scope according to resources available to provide quality programs in areas considered important.

4 3 2 1 0 ?

27 What is: Some eligible children do not attend schools.

What is preferred: That all eligible children attend school.

4 3 2 1 0 ?

28 What is: Education tends to be reactive.

What is preferred: That education be proactive.

4 3 2 1 0 ?

29 What is: Basic skills are not adequately taught or learned.

What is preferred: That the public schools teach and evaluate the acquisition of basic skills.

4 3 2 1 0 ?

30 What is: The counselor's role is not understood by administrators.

What is preferred: That the counselor's role be more adequately understood by administrators.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING
SCALE
KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

31 What is: Teaching is geared to the masses (aiming at the middle).

What is preferred: That children be challenged on their own level.

4 3 2 1 0 ?

32 What is: The program of instruction is non-systematic, fragmented and haphazard.

What is preferred: That systematic and continuous programs of instruction, K-14, be developed.

4 3 2 1 0 ?

33 What is: The public does not feel that school personnel desire its input.

What is preferred: That communication between school personnel and the public be improved.

4 3 2 1 0 ?

34 What is: Teachers are not sufficiently involved in decision-making.

What is preferred: That provisions be made for more extensive teacher involvement in decision-making.

4 3 2 1 0 ?

35 What is: Tenure is granted to many teachers without adequate regard to their performance or competency level.

What is preferred: That tenure be granted only to competent teachers.

4 3 2 1 0 ?

36 What is: Too much emphasis is placed upon methods and not enough on content in teacher training programs.

What is preferred: That content requirements be increased.

4 3 2 1 0 ?

37 What is: Teacher salaries are not competitive with salaries in business and industry.

What is preferred: That teacher salaries be increased to be competitive with business and industry.

4 3 2 1 0 ?

38 What is: Few elementary schools are able to employ art, music, and physical education teachers, librarians, and guidance counselors.

What is preferred: That all elementary schools be provided resources to employ art, music, and physical education teachers, librarians and guidance counselors.

4 3 2 1 0 ?

39 What is: Vocational services for handicapped students are limited.

What is preferred: That a wide range of vocational curricula be provided for handicapped students.

4 3 2 1 0 ?

40 What is: Quality of teachers varies considerably from poor to excellent.

What is preferred: That only highly qualified and motivated teachers be employed.

4 3 2 1 0 ?

41 What is: Kindergartens are only partially funded and implemented.

What is preferred: That kindergartens be fully funded and implemented throughout the state.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

42 **What is:** The role, purpose and functions of the State Department of Education are not adequately defined.

What is preferred: That the role, purpose and functions (e.g. regulatory, service, professional development) of the State Department of Education be clearly defined and implemented.

4 3 2 1 0 ?

43 **What is:** Many school systems have only limited course offerings beyond basic requirements.

What is preferred: That a more diverse curriculum be offered to meet student needs.

4 3 2 1 0 ?

44 **What is:** Lack of public confidence in educational leadership has reached a crisis level. Some school administrators and leaders lack proper motivation, adequate training, and sufficient professional development which lead to poor job performance.

What is preferred: That to have competent educational administrators and leaders, strong graduate training programs and statewide inservice activities need to be implemented. Furthermore, school boards need to be more attentive in selecting leadership personnel.

4 3 2 1 0 ?

45 **What is:** Students are not being given adequate prevocational orientation and counseling regarding vocational education and technical training.

What is preferred: That students statewide be given adequate pre-vocational orientation and counseling which presents the relationship between academic preparation and vocational performance.

4 3 2 1 0 ?

46 **What is:** Although Public Law 94-142 (comprehensive legislation dealing with education of exceptional children) is being implemented without regard to local conditions, local education agencies are unclear on compliance regulations.

What is preferred: That P.L. 94-142 be more clearly defined in terms of compliance regulations and local conditions be taken into consideration during implementation.

4 3 2 1 0 ?

47 **What is:** Many school systems in the State have not achieved an acceptable level of racial integration as evidenced by the uneven black to white student ratio from school to school within these systems.

What is preferred: That the student black to white ratio within all schools reflect the racial balance of the overall community (i.e. school system).

4 3 2 1 0 ?

48 **What is:** Effective programs and procedures for evaluating the performance of professional educators are not operating in Alabama schools.

What is preferred: That effective programs of professional performance evaluation be developed and implemented.

4 3 2 1 0 ?

49 **What is:** Classes are made up of students with different learning abilities.

What is preferred: That students be grouped in classes according to their academic capabilities.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

50 **What is**: Twelve-month educational services for handicapped students are limited.

What is preferred: That continuous educational services on a 12-month basis be provided as specified in the Individual Education Program (IEP).

4 3 2 1 0 ?

---

51 **What is**: Teachers are required to spend too much time on non-instructional activities.

What is preferred: That the number of required non-instructional activities be reduced.

4 3 2 1 0 ?

---

52 **What is**: The public perceives the ability and performance of teachers as being poor.

What is preferred: That the public image of teachers be improved.

4 3 2 1 0 ?

---

53 **What is**: Some components of the vocational education curriculum have not been modified to meet changed demands for vocational skills.

What is preferred: That the vocational education curriculum be updated to include job skills in current demand.

4 3 2 1 0 ?

---

54 **What is**: In many schools, students and teachers are not motivated to achieve excellence.

What is preferred: That recognition and rewards be geared more toward encouraging the achievement of excellence.

4 3 2 1 0 ?

---

55 **What is**: Curriculum supervision has received no official budgetary recognition.

What is preferred: That specific funding for curriculum supervision be provided.

4 3 2 1 0 ?

---

56 **What is**: College prep curricula in secondary schools are often inadequate, resulting in poorly prepared college-bound students.

What is preferred: That college prep curricula which adequately prepare college-bound students be established and coordinated for secondary schools throughout the state.

4 3 2 1 0 ?

---

57 **What is**: Placement services are not available to all secondary students.

What is preferred: That funds be made available for placement counselors.

4 3 2 1 0 ?

---

58 **What is**: Vocational programs in many schools become "dumping grounds" as a result of the practice of assigning students to vocational education regardless of their aptitude or interest.

What is preferred: That students be allowed to select vocational programs on the basis of aptitude and interest.

4 3 2 1 0 ?

---

59 **What is**: Funding for education is inadequate and inconsistent with educational mandates.

What is preferred: That adequate funding (including more local and state money) be provided according to the priorities and mandates in education.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING
SCALE
KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

60 What is: The academic progress/advancement of gifted students is limited by their instruction in heterogeneous classrooms which is geared to the "average" student.

What is preferred: That programs for the gifted be implemented to meet individual student needs.

4 3 2 1 0 ?

61 What is: A small percentage of teachers is incompetent.

What is preferred: That procedures be adopted to assure that only competent individuals are certified to teach.

4 3 2 1 0 ?

62 What is: Parents are not involved in educational decision-making.

What is preferred: That parent involvement in educational decision-making be encouraged.

4 3 2 1 0 ?

63 What is: Vocational counseling and a survey of Alabama's projected manpower needs are inadequate.

What is preferred: That at graduation students have an understanding of their capabilities and job opportunities.

4 3 2 1 0 ?

64 What is: Some high schools do not provide instruction for students in how to look for a job.

What is preferred: That all high schools provide instruction for students in how to prepare resumes and go about looking for a job.

4 3 2 1 0 ?

65 What is: There is inadequate local support for the financing of public education.

What is preferred: That local communities provide additional financial support for public education.

4 3 2 1 0 ?

66 What is: School libraries are inadequately funded, underequipped and understaffed.

What is preferred: That school libraries be provided additional financial assistance.

4 3 2 1 0 ?

67 What is: The State Board of Education does not give enough attention to elementary-secondary (K-12) policy concerns.

What is preferred: That the State Board of Education give greater attention to elementary-secondary (K-12) policy concerns.

4 3 2 1 0 ?

68 What is: There is inadequate coordination of statewide student testing programs.

What is preferred: That all statewide student testing programs be coordinated.

4 3 2 1 0 ?

69 What is: The State Legislature mandates the teaching of certain courses in the public schools of the State.

What is preferred: That State legislative mandates regarding public school curriculum offerings be eliminated.

4 3 2 1 0 ?

70 What is: Alabama Law requires only 175 instructional days in the school year.

What is preferred: That the length of the school year be extended to include additional instructional days.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

71 What is: Many county school superintendents are required to seek office through public elections.

What is preferred: That all local school superintendents be appointed by local boards of education.

4 3 2 1 0 ?

72 What is: The educational purposes of the two-year post-secondary institutions (i.e., junior and technical colleges) are poorly defined.

What is preferred: That the educational purposes of two-year post-secondary institutions be redefined.

4 3 2 1 0 ?

73 What is: Distribution of state funds to local school systems is made without sufficient regard to local "ability to pay" or wealth of the local school system.

What is preferred: That "ability to pay" be considered to a greater extent in allocating state funds to local school systems.

4 3 2 1 0 ?

74 What is: Most Alabama schools have not developed and implemented programs to prevent students from dropping out of school.

What is preferred: That drop-out prevention programs be developed and implemented in all schools in the State.

4 3 2 1 0 ?

75 What is: Some high schools do not provide instruction for students in how to look for a job.

What is preferred: That all high schools provide instruction for students in how to prepare resumes and go about looking for a job.

4 3 2 1 0 ?

76 What is: Many building level administrators are not actively engaged in the improvement of the teaching-learning process.

What is preferred: That building level administrators be assisted in the development of instructional leadership skills and that system level administrators insist that they utilize these skills after they are acquired.

4 3 2 1 0 ?

77 What is: There is little to no monitoring of laws, rules, and regulations as they apply to private schools in the State.

What is preferred: That the State Board, through the State Superintendent of Education, cause laws, rules and regulations regarding private schools to be enforced or changed.

4 3 2 1 0 ?

78 What is: Sufficient resources are not allocated for provision of services to crippled children and handicapped adults.

What is preferred: That additional resources including increased funding and personnel be provided to render services to crippled children and handicapped adults.

4 3 2 1 0 ?

79 What is: Too much duplication of effort is being made to serve the handicapped of our State.

What is preferred: That duplication of effort in services to the handicapped be eliminated.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING
SCALE
KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

80 What is: Procedures for determining student aptitudes and interests prior to entering high school are inconsistent.

What is preferred: That consistent procedures for determining student aptitudes and interests prior to entry into senior high (10-12) be developed.

4 3 2 1 0 ?

---

81 What is: Students complete secondary vocational programs without certification of performance level or documented evidence of program completion.

What is preferred: That students who complete secondary vocational programs be provided appropriate evidence of completion.

4 3 2 1 0 ?

---

82 What is: There are different curricula for levels and areas of vocational education.

What is preferred: That efforts be made to teach a uniform curriculum throughout the state in secondary vocational education.

4 3 2 1 0 ?

---

83 What is: There is currently no viable public relations program throughout the entire public education system.

What is preferred: That the State Department of Education take the lead in developing a viable public relations program.

4 3 2 1 0 ?

KENTUCKY

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

1 What is: After 10 years, a masters degree or 5th year program is required for a provisional certificate.

What is preferred: That alternative plans be established to meet the provisional certificate requirements.

4 3 2 1 0 ?

2 What is: There is a lack of state funds appropriated to assist teachers in furthering their education in order to meet recertification requirements.

What is preferred: That state funds be appropriated to teachers for furthering education to meet recertification requirements.

4 3 2 1 0 ?

3 What is: Teachers and administrators have a lack of knowledge pertaining to the implementation of federal laws, especially those involving handicapped students.

What is preferred: That all teachers and administrators be knowledgeable of the requirements of federal laws which apply to their local district.

4 3 2 1 0 ?

4 What is: The community-at-large tends to have a rather negative view of the effectiveness of public schools.

What is preferred: That the community-at-large have a positive view of the effectiveness of public schools.

4 3 2 1 0 ?

5 What is: There is not adequate input from students, parents, and teachers on decisions which directly affect them.

What is preferred: That students, parents, and teachers should have greater input into the decisions which directly affect them.

4 3 2 1 0 ?

6 What is: Many students are not performing adequately in the basic skills of reading, computation, problem solving and "everyday" mathematics.

What is preferred: That students perform adequately in the basic skills.

4 3 2 1 0 ?

7 What is: There is a lack of communication between parents and teachers resulting from parental apathy and/or resistance of educators to citizen input. This lack of communication results in a lack of parental support for various life-skill programs such as human relations and decision making.

What is preferred: That steps be taken to systematically improve communications between parents and teachers.

4 3 2 1 0 ?

8 What is: Often, universities are not responsive to student and community needs.

What is preferred: That universities be more responsive to student and community needs.

4 3 2 1 0 ?

9 What is: The respective roles and functions of school counselor and school psychologist are not clearly defined in the minds of many school administrators and community resource persons.

What is preferred: That the role and function of the school counselor and school psychologist be clearly defined for all concerned parties.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY
4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

10 **What is**: Educational requirements set at the state level, such as textbook selection, curriculum requirements, and school standards do not have a broad base of participation from the local level.

What is preferred: That more parents, teachers, and school administrators participate in decision making at the state level.

4 3 2 1 0 ?

11 **What is**: University faculty salaries are losing ground to other professions and to inflation.

What is preferred: That university faculty salaries must keep pace with other professions and with inflation.

4 3 2 1 0 ?

12 **What is**: There is no long-range system of educational program planning in Kentucky.

What is preferred: That a systematic means be developed to insure long-range educational program planning in Kentucky.

4 3 2 1 0 ?

13 **What is**: The provision of certain student services, such as day care for children of secondary and post-secondary students, is inadequate.

What is preferred: That services for non-traditional students be provided in each school district within the state.

4 3 2 1 0 ?

14 **What is**: Mutual respect between teachers and students is lacking.

What is preferred: That steps be taken to increase the mutual respect between teachers and students.

4 3 2 1 0 ?

15 **What is**: Federal laws require that services and programs, e.g., individualized testing, guidance and instruction, be provided for handicapped children which exceed those provided for non-handicapped children.

What is preferred: That the same level of services currently required for handicapped students be provided for all students.

4 3 2 1 0 ?

16 **What is**: Cultural bias exists in most standardized diagnostic instruments used in public schools.

What is preferred: That methods of diagnosis which are used to evaluate students should be culture free.

4 3 2 1 0 ?

17 **What is**: Adult education has low participation by the elderly.

What is preferred: That participation by the elderly in adult education be in proportion to their population.

4 3 2 1 0 ?

18 **What is**: There is a lack of knowledge about optimum school size, i.e., student population.

What is preferred: That research should be done to determine the most efficient and effective school size.

4 3 2 1 0 ?

19 **What is**: Not all the gifted and talented students within the State of Kentucky are being adequately served.

What is preferred: That every school district provide an adequate program for each gifted and talented student.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

20 What is: Kentucky does not have a system to adequately assess the minimum competencies of teachers who are presently teaching and those who are to be certified.

What is preferred: That an adequate system be developed for the State of Kentucky which would assess the minimum competencies of teachers prior to certification and at various periods during their professional careers.

4 3 2 1 0 ?

21 What is: There is a growing concern among citizens pertaining to the increase in student vandalism and the lack of student discipline in today's schools.

What is preferred: That incidence of vandalism and student misbehavior in the schools be decreased.

4 3 2 1 0 ?

22 What is: Present statutes cause unequal school revenues to be produced at the local level for equal taxing effort.

What is preferred: That local funds per child produced by local taxes be equalized among school districts.

4 3 2 1 0 ?

23 What is: Students in regular and vocational schools do not have exposure and access to an adequate variety of teaching adults, representative of the general population of the state. That is, too few teachers and teacher aides are: (a) women, at the high school level; (b) men, at the elementary level; (c) senior citizens, at all school levels; (d) physically handicapped persons, in appropriate programs, at all levels.

What is preferred: That students have exposure and access to a variety of teaching adults in terms of age, sex, race, and handicapping conditions.

4 3 2 1 0 ?

24 What is: There is some question as to the adequacy of vocational education within the state, e.g., the adequacy and underutilization of current facilities; the adequacy and impact of current curriculum for increasing students' job skills and preparing them for future employment.

What is preferred: That studies be designed (and implemented) to investigate the adequacy of vocational education within the state.

4 3 2 1 0 ?

25 What is: There is a concern that the current number of pupils assigned to each classroom teacher is too high (e.g. 27 pupils per teacher).

What is preferred: That the number of pupils per teacher be reduced.

4 3 2 1 0 ?

26 What is: The public school curriculum does not adequately provide for a minimum level of competencies nor an acceptable understanding of human relations skills, parenting skills and other basic life skills and world relations.

What is preferred: That the public school curriculum place greater emphasis upon and assure that a minimum level of competency and understanding be achieved in human relations skills, parenting skills and other basic life skills, and world relations.

4 3 2 1 0 ?

27 What is: There is a concern that the teacher tenure laws protect incompetent/ineffective teachers.

What is preferred: That the teacher tenure laws be amended to permit opportunities for dismissal of incompetent/ineffective teachers.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY
4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

28 What is: Pupil transportation systems are not adequately planned for the most economical and effective use, e.g., they are not coordinated with other community transportation services.

What is preferred: That the pupil transportation system within the state be more economically and effectively planned.

4 3 2 1 0 ?

29 What is: There is a disproportionate emphasis on school athletics.

What is preferred: That emphasis and resources be shifted from athletics to the academic phase of school.

4 3 2 1 0 ?

30 What is: Many factors are contributing to increasing stress for teachers, e.g., maintaining discipline, lack of student motivation, and increasing paper work.

What is preferred: That conditions contributing to teacher stress be researched and improved.

4 3 2 1 0 ?

31 What is: Students are placed in school programs and are grouped on the basis of test scores alone.

What is preferred: That other evaluative techniques, in addition to testing, be used as a basis for placing and grouping students.

4 3 2 1 0 ?

32 What is: There is public concern over the fact that early childhood education centers are closing due to Title XX cuts and because the state has not supported the total early childhood education program.

What is preferred: That state and other funds be made available to support early childhood education programs.

4 3 2 1 0 ?

33 What is: Pre-service teacher education programs do not adequately prepare their graduates for entry into the profession in areas such as classroom management, multicultural understanding, school law, supervisory relationships, teacher effectiveness training, and job opportunities.

What is preferred: That pre-service teacher education programs more adequately prepare their graduates for entry into the profession, and better counsel them as to teaching job opportunities.

4 3 2 1 0 ?

34 What is: Programs for which there is a limited job market are offered by too many universities.

What is preferred: That programs for which there is a limited job market be offered by fewer universities.

4 3 2 1 0 ?

35 What is: Kentucky does not have an adequate or equitable funding level for public education at the state or local level.

What is preferred: That a funding system be planned and implemented in Kentucky which would be equitable and provide adequate resources to bring the level of expenditure to the seven contiguous states and provide for specialized needs within the state.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

36 What is: The state's compensation package for public school teachers and substitutes needs to be reviewed insofar as (1) beginning teachers' salaries are too low in relation to salaries paid industrial workers; (2) substitute teachers receive no retirement benefits; (3) special education teachers are not adequately compensated for the extra training required for their certification; (4) all teacher salaries lag behind inflation and the growth rate of surrounding states.

What is preferred: That the state's compensation package for public school teaching personnel be reviewed in terms of fairness and equity.

4 3 2 1 0 ?

---

37 What is: There is a lack of communication between parents and teachers resulting from parental apathy and/or resistance of educators to citizen input.

What is preferred: That steps be taken to systematically improve communications between parents and teachers.

4 3 2 1 0 ?

---

38 What is: Schools have little input into mandated programs.

What is preferred: That schools be given the opportunity for significant input into guidelines governing mandated educational programs.

4 3 2 1 0 ?

---

39 What is: The rate of school dropout in Kentucky is too high.

What is preferred: That the rate of school dropout in Kentucky be significantly reduced.

4 3 2 1 0 ?

---

40 What is: There is a lack of parental support for life-skill education (drugs, sex education, etc.).

What is preferred: That there be a more cooperative effort between home and school in life-skill education.

4 3 2 1 0 ?

---

41 What is: Students don't seek career-job information due to the difficulty in acquiring the needed information.

What is preferred: That career-job information be more quickly accessible.

4 3 2 1 0 ?

---

42 What is: The incidence of drug use is increasing among school age children.

What is preferred: That the incidence of drug use be significantly reduced or completely eliminated among school age children.

4 3 2 1 0 ?

---

43 What is: Entrance age into the vocational education program is 16 years of age.

What is preferred: That entrance age to vocational programs be lowered and students be given prior career and vocational education counseling.

4 3 2 1 0 ?

---

44 What is: There is low ratio of females, minorities, elderly, and handicapped in certain vocational programs.

What is preferred: That the enrollment in vocational programs of females, minorities, elderly and handicapped more nearly reflect their proportion in the general population.

4 3 2 1 0 ?

---

45 What is: Schools do not offer sufficient instruction in environmental and energy education.

What is preferred: That greater emphasis be placed on environmental and energy education within the schools of Kentucky.

4 3 2 1 0 ?

OHIO

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

1	What is: "Affective education," that is, training in conflict management, decision-making and values clarification, is lacking in schools. What is preferred: That schools offer more "affective education" programs.	4	3	2	1	0	?
2	What is: Suicide is the second leading cause of death among individuals 14-25 years of age. Little is known about factors which cause suicide or about remedies which would decrease the frequency of suicide. What is preferred: That steps be taken to identify causes of and remedies for suicide among the young.	4	3	2	1	0	?
3	What is: Public school funding, based largely on local property taxes and hampered by the high inflation rate, is resulting in the curtailment of school programs. What is preferred: That alternative and improved funding methods be examined and used to maintain school programs.	4	3	2	1	0	?
4	What is: Students currently receive inadequate instruction in basic skills, as reflected by poor reading, composition and mathematical abilities. What is preferred: That students receive improved instruction in the basic skills.	4	3	2	1	0	?
5	What is: Faciliites are poor and outdated in many school districts. What is preferred: That facilities be modernized as necessary and appropriate.	4	3	2	1	0	?
6	What is: According to a 1977 survey of the National Institute on Alcohol Abuse and Alcoholism, as many as 28% of Ohio's youth between the ages of 13-18 classify themselves as problem drinkers, posing an increasing responsibility for Ohio educators. What is preferred: That schools accept the fact that alcohol use, misuse, and addiction among youth is a serious problem and that they need to take an active role in the areas of prevention, intervention and treatment of these youth.	4	3	2	1	0	?
7	What is: The organizational patterns and resources of elementary and secondary schools do not meet current needs. What is preferred: That school organizational patterns be modified in terms of needs and resources.	4	3	2	1	0	?
8	What is: Students are not accepted "as they are" and are often ignored as people. What is preferred: That each student be recognized and accepted as an individual.	4	3	2	1	0	?
9	What is: Citizens express dissatisfaction with formal education. What is preferred: That steps be taken to increase citizen satisfaction with education.	4	3	2	1	0	?

NEED STATEMENTS INSTRUMENT

RATING
SCALE
KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

10 What is: The opportunity for public education is limited in availability for all age groups, particularly the elderly.

What is preferred: That additional educational opportunities be provided for all residents of the community, regardless of age.

4 3 2 1 0 ?

---

11 What is: The unemployment rate in Ohio is now 7%.

What is preferred: That the unemployment rate be reduced to 4% or less.

4 3 2 1 0 ?

---

12 What is: Teachers are used exclusively as classroom instructors.

What is preferred: That teachers be child development experts for the community as well as within school classrooms.

4 3 2 1 0 ?

---

13 What is: Too much pressure to participate in a variety of activities is applied to talented students.

What is preferred: That talented students be relieved of excessive pressure generated by sponsors of extra-curricular activities.

4 3 2 1 0 ?

---

14 What is: There is a lack of coordination of local, state and federal funding for education.

What is preferred: That local, state and federal funds for education be coordinated.

4 3 2 1 0 ?

---

15 What is: There has been no analysis of local district needs to determine which needs might be better met by the state education agency.

What is preferred: That local school districts' needs be analyzed to determine those needs which might be better met by the state education agency.

4 3 2 1 0 ?

---

16 What is: Students do not show proper respect for their teachers.

What is preferred: That students demonstrate more respect for their teachers.

4 3 2 1 0 ?

---

17 What is: Declining enrollment is occurring i school districts and is adversely affecting educatio grams.

What is preferred: That procedures be developed sc does not critically affect school programs.

4 3 2 1 0 ?

---

18 What is: A substantial number of students seems to lack motivation to succeed in school; that is, they seem unaware of why they are in school and why they are pursuing specific courses of study.

What is preferred: That students be made more aware of the purposes of schooling and be better motivated to succeed in school.

4 3 2 1 0 ?

---

19 wnat is: Procedures are lacking for identifying and appropriately placing individual students in regular instructional programs as well as in alternative programs such as "open classrooms" and "independent study."

What is preferred: That systematic diagnostic and placement procedures be implemented in order that the benefits of both regular and alternative educational programs be optimized for individual students.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

20 What is: Although drugs and alcohol are readily accessible to school-age youth, many teachers, counselors and medical professionals have no training in the prevention and treatment of drug and alcohol abuse.

What is preferred: That educators and medical professionals receive mandatory training in the prevention and treatment of drug and alcohol abuse; that educators actively support efforts to reduce youth's access to drugs and alcohol.

4 3 2 1 0 ?

21 What is: Appropriate criteria do not exist for the selection of educational leaders.

What is preferred: That appropriate criteria be identified for selecting educational leaders.

4 3 2 1 0 ?

22 What is: Teachers and students often ignore the "personhood" of themselves and others.

What is preferred: That attention be directed toward methods by which teachers and students can better understand themselves and improve relationships with others.

4 3 2 1 0 ?

23 What is: Classroom instructional techniques are not meeting individual student academic needs, e.g., lectures are dominant; limited use is made of modern technology, such as television, radio and the computer; activities are highly structured; and no relationship to the "real world" is established.

What is preferred: That classroom instruction be interactive, include extensive use of modern technology, permit increased student opportunity and flexibility, and emphasize the importance and relevance of subject matter.

4 3 2 1 0 ?

24 What is: School facilities are often limited in their availability to and use by the community.

What is preferred: That full and appropriate use of school facilities be made available to the community.

4 3 2 1 0 ?

25 What is: Teacher evaluation does not adequately reflect the strengths and weaknesses of classroom performance.

What is preferred: That teacher evaluation be sensitive to both the strengths and weaknesses of classroom performance.

4 3 2 1 0 ?

26 What is: Educational leaders are frustrated because of the imbalance between the levels of responsibility and decision-making authority.

What is preferred: That measures be developed to ensure a balance between the responsibilities and the authority of educational leaders.

4 3 2 1 0 ?

27 What is: There is competition for prospective vocational school students based upon financial considerations.

What is preferred: That students make educational choices without undue competition and without negative financial effects upon the school.

4 3 2 1 0 ?

28 What is: Parents are ignorant of the system for obtaining student college grants and lack confidence, awareness and education to either help their children or to cooperate with school counselors.

What is preferred: That all parents become more fully aware and informed of the college grant system.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

29	What is: There are no significant qualifications or standards for becoming a school board member. What is preferred: That qualifications and appropriate standards be established to ensure potential competence of board members.	4	3	2	1	0	?
30	What is: The lack of legible penmanship is creating lack of confidence among high school students to communicate and relate thoughts on paper. What is preferred: That all high school students have good penmanship to raise their level of confidence to communicate their thoughts legibly on paper.	4	3	2	1	0	?
31	What is: Many schools lack comprehensive health programs; i.e., health instruction, school health services and a healthful environment. What is preferred: That more comprehensive school health programs be organized and provided.	4	3	2	1	0	?
32	What is: Career education is currently identified separately from the guidance program. What is preferred: That career education be made an integral part of the guidance program.	4	3	2	1	0	?
33	What is: Some students who have part-time jobs under a school's "co-op program" are improperly supervised and are not enrolled in approved co-op programs. What is preferred: That all students working in a co-op basis be in an officially sanctioned and well supervised co-op program.	4	3	2	1	0	?
34	What is: While collaboration has been improving between agencies responsible for elementary/secondary schools and those responsible for colleges/universities, collaboration among education, business, government and labor has been very limited. What is preferred: That efforts to promote collaboration between educational agencies be continued and that efforts to promote collaboration among education, business, government and labor be intensified.	4	3	2	1	0	?
35	What is: Too few intellectually capable persons are entering the teaching profession. What is preferred: That more intellectually capable persons enter the teaching profession.	4	3	2	1	0	?
36	What is: Appropriate education is not available to all children. What is preferred: That appropriate education should be mandated for all children.	4	3	2	1	0	?
37	What is: Few opportunities exist for students to engage in inquiry and decision-making activities. What is preferred: That increased opportunities be provided for students to explore and choose from a variety of learning and experience options.	4	3	2	1	0	?

NEED STATEMENTS INSTRUMENT

RATING SCALE

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

38 What is: Students are not receiving instruction in how to evaluate or analyze media/advertising.

What is preferred: That students receive instruction in how to evaluate and analyze media and advertising.

4 3 2 1 0 ?

39 What is: Staff members are not being appropriately utilized in their assignments of school responsibilities.

What is preferred: That staff members be more appropriately utilized.

4 3 2 1 0 ?

40 What is: According to the U. S. Department of Labor statistics, in the State of Ohio only 17% of all available jobs require a college degree.

What is preferred: That secondary (7-12), college and university personnel relate the realities of curricular choice and career opportunities to the students.

4 3 2 1 0 ?

41 What is: Students lack a realistic awareness and working understanding of the democratic process.

What is preferred: That students gain an awareness and understanding of the democratic process.

4 3 2 1 0 ?

42 What is: The teaching of communication skills is being short-changed.

What is preferred: That the teaching of communication skills be given greater emphasis.

4 3 2 1 0 ?

43 What is: Higher education institutions are not adequately screening future teachers.

What is preferred: That there be more stringent screening procedures developed by colleges for screening potential education majors.

4 3 2 1 0 ?

44 What is: Future parents lack the proper training to rear their children.

What is preferred: That students learn parenting skills as a part of their formal education.

4 3 2 1 0 ?

45 What is: Students do not understand basic principles of the free enterprise system such as productivity, investments and supply and demand.

What is preferred: That required courses be provided to explain the free enterprise system.

4 3 2 1 0 ?

46 What is: Students lack oral and silent reading skills and also exhibit decling comprehension skills and self-motivation and interest in reading.

What is preferred: That positive approaches be taken to identify and/or develop effective programs directed toward reducing reading deficiencies and to stimulate attitudinal improvement.

4 3 2 1 0 ?

47 What is: The arts are viewed as a "frill."

What is preferred: That comprehensive arts be an integral part of the educational program.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

48 What is: School discipline is disappearing and students seem to lack accountability for their own behavior.

What is preferred: That all school constituencies become acutely aware of and address the need for school discipline.

4 3 2 1 0 ?

49 What is: Students lack adequate information about occupational opportunities, and vocational counselors lack information on current labor market trends.

What is preferred: That vocational counselors and students have systematic access to information on current occupational trends.

4 3 2 1 0 ?

50 What is: Schools in today's society are expected to be all things to all people.

What is preferred: That goals and responsibilities of the schools be clarified in relationship to the broader goals of today's society.

4 3 2 1 0 ?

51 What is: There are not enough elementary guidance counselors to meet student needs.

What is preferred: That more guidance staff be employed in the elementary schools.

4 3 2 1 0 ?

52 What is: Currently, some career and vocational education programs are not adequately preparing students for productive future employment.

What is preferred: That career and vocational education programs be perfected so that, through them, students are well advised and prepared for making proper choices and obtaining productive employment.

4 3 2 1 0 ?

53 What is: Parents of handicapped children lack awareness of available programs and related services.

What is preferred: That information concerning services and programs be made available to parents of handicapped children.

4 3 2 1 0 ?

54 What is: Teachers do not have adequate input or access to quality inservice education programs nor adequate release time to pursue such training.

What is preferred: That teachers be provided adequate release time to develop and participate in systematic inservice training programs.

4 3 2 1 0 ?

55 What is: Quality of teacher education programs is questionable.

What is preferred: That education departments take a look at teacher training programs.

4 3 2 1 0 ?

56 What is: Some teachers seem to lack training that would allow them to utilize a variety of teaching methods in the classroom, e.g., methods appropriate for teaching mainstreamed handicapped students on the one hand and regular students on the other hand.

What is preferred: That teachers receive training and demonstrate competency in utilizing appropriately a variety of teaching methods.

4 3 2 1 0 ?

57 What is: Parents of school-age youth are not always welcome in school.

What is preferred: That parents be given many opportunities to believe that their presence in school is important.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

58 What is: Some teachers/schools give lip service to meeting individual needs, but in fact are not meeting individual student academic needs.

What is preferred: That teachers/schools genuinely attempt to meet individual student academic needs.

4 3 2 1 0 ?

---

59 What is: There is a critical teacher shortage developing, resulting in part from a lack of community responsiveness to the recruitment of teachers.

What is preferred: That the teacher shortage be resolved.

4 3 2 1 0 ?

---

60 What is: Students are not prepared for many day-to-day consumer activities.

What is preferred: That required courses be taught to provide consumer experiences for students.

4 3 2 1 0 ?

---

61 What is: Most students have fantasies about the job world.

What is preferred: That all students acquire facts about the job world.

4 3 2 1 0 ?

TENNESSEE

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

1 What is: Insufficient understanding exists on the role of the State Board of Education. What is preferred: That clarification be provided regarding the role of the State Board of Education.	4	3	2	1	0	?
2 What is: The use of educational facilities and resources is limited. What is preferred: That educational facilities and resources be used to their greatest potential.	4	3	2	1	0	?
3 What is: Neighborhood schools are being closed. What is preferred: That more neighborhood schools be retained.	4	3	2	1	0	?
4 What is: There is a lack of understanding, acceptance, and involvement of classroom teachers with mainstreamed special education students. What is preferred: That classroom teachers develop skills to understand, accept, and become involved with mainstreaming special education students.	4	3	2	1	0	?
5 What is: Quality education has too many definitions. What is preferred: That there be a standard definition for "quality education."	4	3	2	1	0	?
6 What is: Few schools offer adequate programs for gifted children. What is preferred: That all gifted children receive adequate special education.	4	3	2	1	0	?
7 What is: The schools are expected to perform too many services. What is preferred: That school responsibilities for providing services be more clearly defined.	4	3	2	1	0	?
8 What is: In schools, there is a lack of family life education and training in parenting skills. What is preferred: That there be increased emphasis on family life education and parenting skills in our schools.	4	3	2	1	0	?
9 What is: There are not enough quality school programs for handicapped children. What is preferred: That there be quality programs for all handicapped children.	4	3	2	1	0	?
10 What is: The teacher-school board negotiation process produces "strained" relations. What is preferred: That better negotiation methods be implemented which reduce the incidence of "strained" teacher-school board relationships.	4	3	2	1	0	?
11 What is: The contributions of Blacks, Native Americans, Hispanics, and other special groups are not used widely in classroom teaching. What is preferred: That the state goal on this topic be implemented.	4	3	2	1	0	?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

12 **What is:** High school enrollments have declined.

What is preferred: That more students be recruited for high school.

4 3 2 1 0 ?

13 **What is:** Not all school board members are elected by the public.

What is preferred: That all school board members be elected by the public.

4 3 2 1 0 ?

14 **What is:** Elementary guidance counselors are not provided by the State of Tennessee.

What is preferred: That the State provide counselors in grades K-12.

4 3 2 1 0 ?

15 **What is:** Teacher-pupil ratios vary in school systems across the state.

What is preferred: That the appropriate teacher-pupil ratio be enforced.

4 3 2 1 0 ?

16 **What is:** The greater percentage of school budgets is allocated for personnel.

What is preferred: That a smaller percentage of the school budget be allocated to personnel.

4 3 2 1 0 ?

17 **What is:** Some youth have no job skills and/or job seeking skills.

What is preferred: That schools prepare youth better in the areas of job skills and job seeking skills.

4 3 2 1 0 ?

18 **What is:** There is a lack of student academic excellence.

What is preferred: That there be an increase in student academic excellence.

4 3 2 1 0 ?

19 **What is:** Many parents cannot discriminate between good educational pre-school programs and child-care programs.

What is preferred: That criteria be developed for public use in evaluating the difference between good pre-school programs and child-care programs.

4 3 2 1 0 ?

20 **What is:** Many teachers employ a limited number of teaching methods and strategies.

What is preferred: That teaching methods and strategies be commensurate with learning styles and rates.

4 3 2 1 0 ?

21 **What is:** There are limited funds for college financial aid for students from middle income levels.

What is preferred: That more students of middle income families be included in college financial aid funds.

4 3 2 1 0 ?

22 **What is:** Difficulty is being experienced in meeting industrial-technological changes each year.

What is preferred: That skill improvement training at all ages is needed to meet industrial-technological changes.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

34 What is: Many groups, e.g., parents, general community, and legislators, appear to be uninformed or misinformed about educational issues.

What is preferred: That parents, general community, and legislators become better informed on education issues through dissemination efforts.

4 3 2 1 0 ?

35 What is: In many schools, poor student/teacher/parent relationships (K-12) lead to hostile confrontations.

What is preferred: That improved student/teacher/parent relationships exist that foster better learning conditions.

4 3 2 1 0 ?

36 What is: There is a limited use of school buses.

What is preferred: That school buses be utilized to a greater extent, e.g., used in community programs.

4 3 2 1 0 ?

37 What is: Student and program evaluations are too subjective.

What is preferred: That comprehensive approaches to student and program evaluations be implemented.

4 3 2 1 0 ?

38 What is: Students/teachers/parents do not see inter-relationships between academic and vocational programs.

What is preferred: That students/teachers/parents be made aware of the inter-relationships between academic and vocational programs.

4 3 2 1 0 ?

39 What is: College degree programs tend to have a major emphasis on "vocational"/professional training.

What is preferred: That a college degree in vocational/professional include a broadened base of general education including the humanities/aesthetics.

4 3 2 1 0 ?

40 What is: There is a fragmented approach to career education.

What is preferred: That there be a state-wide systematic approach to career education.

4 3 2 1 0 ?

41 What is: Many high school graduates lack proficiency in the basic skills.

What is preferred: That high school graduates be more proficient in the basic skills.

4 3 2 1 0 ?

42 What is: Students enrolled in our state-financed institutions of higher education pay 24% of the total cost of their schooling to the state.

What is preferred: That students in state-financed institutions of higher education pay a higher percentage of the costs of their schooling to the state.

4 3 2 1 0 ?

43 What is: Many low socio-economic students now achieve two or more years below the national norm for their grade.

What is preferred: That low socio-economic students show a significant improvement with some reaching the national norm or better.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

23 What is: Few educational programs are effectively monitored. What is preferred: That educational programs be more effectively monitored.	4	3	2	1	0	?
24 What is: The school curriculum is limited and static. What is preferred: That school curriculum be expanded to meet a wider variety of student needs and curriculum changes.	4	3	2	1	0	?
25 What is: There are inadequate school funding sources and bases, e.g., primarily the property tax. What is preferred: That additional funding sources or changes in funding bases be considered.	4	3	2	1	0	?
26 What is: There is little parent/teacher involvement in the academic progress of students, especially at the secondary level. What is preferred: That there be more parent/teacher involvement in students and their academic progress, especially at the secondary level.	4	3	2	1	0	?
27 What is: Teachers are certified to teach, but some are not qualified. What is preferred: That all teachers be qualified.	4	3	2	1	0	?
28 What is: Busing is a commonly used method for achieving racial integration in Tennessee schools. What is preferred: That there be alternative methods (besides busing) for achieving racial integration of our schools.	4	3	2	1	0	?
29 What is: Few vocational/agriculture departments offer ornamental horticulture programs. What is preferred: That more programs in ornamental horticulture be offered in vocational/agriculture departments.	4	3	2	1	0	?
30 What is: Beginning in 1982, a student will be required to pass a proficiency test in order to graduate from a Tennessee public high school. What is preferred: That the Tennessee public high school graduation requirement of passing a proficiency test be removed.	4	3	2	1	0	?
31 What is: There are few non-graded schools in Tennessee. What is preferred: That more non-graded schools be established.	4	3	2	1	0	?
32 What is: The school is the primary social agency held accountable for a student's total education. What is preferred: That all social agencies share responsibility for a student's total education.	4	3	2	1	0	?
33 What is: Educational instruction is limited to available dollars. What is preferred: That students be allowed to "purchase" additional educational instruction.	4	3	2	1	0	?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

44 What is: Student academic and social needs are not identified at the earliest possible time in the educational process.

What is preferred: That early identification of student academic and social needs occur.

4 3 2 1 0 ?

45 What is: School districts are often re-zoned each year.

What is preferred: That there be less school re-zoning.

4 3 2 1 0 ?

46 What is: Reading levels of many students, including high school graduates, are too low.

What is preferred: That reading levels of students be improved to grade levels or above.

4 3 2 1 0 ?

47 What is: County superintendents are presently elected, leading to the actions of many school administrators being governed by politics; therefore, educational leadership at the local level is weakened.

What is preferred: That there be less political involvement in school administration, e.g., superintendents should be appointed, and more emphasis on strengthening administrative leadership.

4 3 2 1 0 ?

48 What is: The basics of reading, writing and mathematics are more emphasized and least affected by program cuts.

What is preferred: That all areas of learning be basic to the educational process. Thus, programs such as basic skills, cultural arts, social graces and related programs be maintained in a proportionate relationship.

4 3 2 1 0 ?

49 What is: Too many regulations are imposed on the total school program.

What is preferred: That regulations be realistic and functional.

4 3 2 1 0 ?

50 What is: The high school drop-out rate is high.

What is preferred: That high school programs be restructured to reduce the drop-out rate.

4 3 2 1 0 ?

51 What is: Student promotion and retention policies are inconsistent and poorly defined resulting in the unfair retention/promotion of many students.

What is preferred: That student promotion and retention policies be well defined and consistent.

4 3 2 1 0 ?

52 What is: Many high potential youngsters with low achievement levels and low social graces are not recognized.

What is preferred: That teachers be aware that students with low achievement levels and low social graces have talents and abilities which should be recognized and developed.

4 3 2 1 0 ?

53 What is: There is decreasing confidence, and therefore decreasing support, in public education by the community.

What is preferred: That the community have greater confidence in and thus greater support for, public education.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

54 **What is:** Parents feel insecure when attempting to participate in the education of their children. **What is preferred:** That parents be made to feel more secure in participating in the education of their children.	4	3	2	1	0	?
55 **What is:** There is little or no communication between education and industry. **What is preferred:** That there be improved communications and articulation between industry and schools.	4	3	2	1	0	?
56 **What is:** School programs and services are influenced by/and geared to funding availability. **What is preferred:** That school programs and services be developed by need and funded appropriately.	4	3	2	1	0	?
57 **What is:** There are problems related to teacher education: professional training, certification, and continuing education. **What is preferred:** That teacher education and teacher training programs be updated and improved.	4	3	2	1	0	?
58 **What is:** There are not enough quality programs for preschool children. **What is preferred:** That there be more quality programs for all preschool children.	4	3	2	1	0	?
59 **What is:** Schools are disrupted by vandalism and drugs. **What is preferred:** That there be no vandalism and drugs in the schools.	4	3	2	1	0	?
60 **What is:** Some parents lack knowledge and understanding of child development. **What is preferred:** That there be increased parental knowledge and understanding of child development.	4	3	2	1	0	?
61 **What is:** Personnel costs increase school budgets. **What is preferred:** That personnel costs be reduced, e.g., exploration of community resources.	4	3	2	1	0	?
62 **What is:** Local school systems are having difficulty providing for the growing numbers of non-English speaking or limited-English speaking persons. **What is preferred:** That there be a systematic approach to address this difficulty, e.g., development of programs and resources	4	3	2	1	0	?
63 **What is:** Schooling is considered equivalent to education. **What is preferred:** That the concept of education be reconstructed, e.g., to include community education, alternative approaches, experiential education.	4	3	2	1	0	?

VIRGINIA

NEED STATEMENTS INSTRUMENT

RATING
SCALE
KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

1 **What is:** There is insufficient emphasis being placed on practical experience as a criterion for the selection, retention, and promotion of vocational teacher educators.

What is preferred: That additional emphasis be placed on their practical experience.

4 3 2 1 0 ?

2 **What is:** State law currently mandates, for funding purposes, that a specified number of gifted students be identified--usually 3%.

What is preferred: That mechanisms for identifying those who are "truly gifted" be developed.

4 3 2 1 0 ?

3 **What is:** Expectations for schools are currently diverse and lack congruency; they are not only expected to solve an unreasonable number of problems, but also expected to do more than ever before.

What is preferred: That expectations for schools be specifically determined, including roles and functions, and the limitations of school capabilities be recognized.

4 3 2 1 0 ?

4 **What is:** Programs for gifted students are underfunded, poorly planned, and in some instances, ineffective.

What is preferred: That programs for gifted students be adequately funded and appropriately planned. Furthermore, ineffective programs which are currently in operation should either be improved or eliminated.

4 3 2 1 0 ?

5 **What is:** Curriculum is currently too diverse, and diverse demands on schools sometimes interfere with teaching of basic skills.

What is preferred: That there be no demands which interfere with teaching the basic skills.

4 3 2 1 0 ?

6 **What is:** Vocational counselors' case loads are too high to adequately allow time to help many of their students.

What is preferred: That caseloads be reduced so that adequate time is provided for each student.

4 3 2 1 0 ?

7 **What is:** Many students leaving high school (both graduates and dropouts) are unable to perform adequately in the basic skills, e.g., reading, writing, and arithmetic.

What is preferred: That students leaving high school should perform adequately in the basic skills.

4 3 2 1 0 ?

8 **What is:** Some students attending technical schools have no interest in the technical courses.

What is preferred: That technical schools enroll students with "real" interest in technical courses.

4 3 2 1 0 ?

9 **What is:** School divisions and local education agencies do not practice effective energy conservation nor do they incorporate energy education as a part of their program.

What is preferred: That schools implement conservation practices and develop programs designed to raise student/community awareness which will lead to maximum utilization of available energy resources.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE
4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

10 What is: Curricula are not currently designed to meet individual student needs.

What is preferred: That curricula be designed to meet individual student needs.

4 3 2 1 0 ?

11 What is: There is a lack of education in the process of aging for school-aged children.

What is preferred: That information concerning the aging process be included in the curriculum.

4 3 2 1 0 ?

12 What is: Some alternative education programs are not available to all students; for example, some programs are often tied to economic guidelines.

What is preferred: That alternative education programs be available to all students.

4 3 2 1 0 ?

13 What is: There is insufficient curricular emphasis on arts and humanities.

What is preferred: That emphasis on arts and humanities be increased.

4 3 2 1 0 ?

14 What is: Data processing as a basic skill is being ignored in elementary and secondary schools in Virginia.

What is preferred: That data processing as a basic skill not be ignored.

4 3 2 1 0 ?

15 What is: Sign is not offered as a language in public schools.

What is preferred: That sign be offered as a language in grades K-12.

4 3 2 1 0 ?

16 What is: Instructional TV is poorly integrated into the curriculum.

What is preferred: That instructional TV be more adequately integrated into the curriculum.

4 3 2 1 0 ?

17 What is: Students and teachers have inadequate understanding of the economic system of the U. S.

What is preferred: That there be adequate understanding of the U. S. economic system among students and teachers.

4 3 2 1 0 ?

18 What is: There is a lack of knowledge among high school students and teachers in the area of job-seeking skills, e.g., placement in an entry-level category, understanding of the workplace, and knowledge of the required attitudes.

What is preferred: That knowledge of these job-seeking skills be adequate.

4 3 2 1 0 ?

19 What is: Many students are not receiving proper information regarding careers, especially as to the areas where most opportunities will exist.

What is preferred: That programs of career education exist at all levels, especially in grades 10-12 where occupational analysis and job information are presented.

4 3 2 1 0 ?

20 What is: Graduation competencies are required of high school students in only four areas.

What is preferred: That graduation competencies be demonstrated in all areas using a variety of evaluation methods.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY
4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

21 What is: Schools currently enroll numbers of students who are not motivated to learn, view education as unimportant, and don't want to be there.

What is preferred: That measures be implemented that increase student motivation to learn, increase the perceived value of education, and present education as an opportunity rather than as a day-care center for reluctant learners.

4 3 2 1 0 ?

22 What is: There is currently no effective measure for financial accountability of educational programs.

What is preferred: That methods of financial accountability be devised to determine cost effectiveness of educational programs.

4 3 2 1 0 ?

23 What is: Teacher employment is often tied to extra-curricular assignments.

What is preferred: That teachers be hired to handle their instructional responsibilities.

4 3 2 1 0 ?

24 What is: Funding of education is not keeping pace with inflation, rapidly escalating energy costs, and mandated programs. Financial support for programs (special education), services (placements), and personnel (teachers-counselors) is inadequate. Moreover, government is mandating services at a rate which exceeds financial contributions requiring a disproportionate share of increased costs to be borne by the local property tax.

What is preferred: That funding be increased to keep up with inflation and with mandated and essential services; e.g., salaries of personnel be increased to levels of positions with comparable training and responsibility, and conservation measures be implemented which reduce energy expenditures to the lowest practical level.

4 3 2 1 0 ?

25 What is: Some school administrators are not flexible enough to meet constantly changing educational needs.

What is preferred: That some school administrators become more flexible.

4 3 2 1 0 ?

26 What is: There is a lack of continuing education courses geared to adult students.

What is preferred: That more continuing education courses be offered that are geared to adult students.

4 3 2 1 0 ?

27 What is: Many teachers have low morale.

What is preferred: That teacher morale be improved.

4 3 2 1 0 ?

28 What is: Too much money is being expended for services which are redundant or duplicative across localities.

What is preferred: That regional service districts be established to provide shared services and thus reduce redundancies.

4 3 2 1 0 ?

29 What is: Declining enrollment is causing a decrease in state funding and an increase in unemployment for teachers and administrators.

What is preferred: That adequate state funding be appropriated and alternative placements be found for the unemployed.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

30	**What is**: Many teachers and administrators need upgrading in their assigned areas. **What is preferred**: That systems be devised to provide the necessary upgrading.	4	3	2	1	0	?
31	**What is**: Financial and personnel resources are not available in sufficient quantity to meet demands and federal mandates associated with special education. **What is preferred**: That additional financial resources and qualified personnel be made available to deliver special education services.	4	3	2	1	0	?
32	**What is**: A large amount of professional time is being spent on paper work which is not concerned with teaching. **What is preferred**: That reporting and documentation procedures be streamlined.	4	3	2	1	0	?
33	**What is**: Insufficient numbers of superior teachers are employed in rural areas. **What is preferred**: That a means to attract superior teachers to rural areas be designed and used.	4	3	2	1	0	?
34	**What is**: Too many students in an instructional group reduces the amount of individual instruction time. **What is preferred**: That the pupil/teacher ratio be reduced.	4	3	2	1	0	?
35	**What is**: Attitudes toward public education have resulted in reduced public support. Lack of knowledge and lack of interest in school programs are factors. **What is preferred**: That attitudes toward public education be improved.	4	3	2	1	0	?
36	**What is**: Too much emphasis is placed on standardized test results in placement. There is also confusion over what tests can and cannot measure. **What is preferred**: That less emphasis be placed on standardized test results, and that better guidelines be developed on the use and meaning of tests.	4	3	2	1	0	?
37	**What is**: Discipline in the schools has deteriorated. **What is preferred**: That measures be taken which will effectively reduce discipline problems.	4	3	2	1	0	?
38	**What is**: Graduate and inservice programs are often unavailable, inadequate, or inappropriate, are not available at convenient times and locations, or not in sufficient quantity to meet inservice needs. **What is preferred**: That universities, colleges, and local school divisions arrange for more inservice training to be delivered at the location of students' residences.	4	3	2	1	0	?
39	**What is**: Policy-making and decision-making of the local school board is being increasingly curtailed by other governmental agencies. **What is preferred**: That local school boards regain their policy-making and decision-making authorities.	4	3	2	1	0	?

NEED STATEMENTS INSTRUMENT

RATING
SCALE
KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

40 What is: There are no effective means of evaluating teacher performance and instructional programs.

What is preferred: That means be developed to evaluate teacher performances and instructional programs.

4 3 2 1 0 ?

41 What is: Teacher education programs are insufficiently flexible to permit adequate preparation of teachers for functioning effectively in today's schools. Teaching methods employed are too often inappropriate for today's students.

What is preferred: That teacher education programs be permitted sufficient flexibility to redesign programs to respond to problems in contemporary schools and that teaching methods be employed which stimulate today's students.

4 3 2 1 0 ?

42 What is: Various constituencies within the community have conflicting priorities about what should be taught in the schools. Some believe that middle class and professional groups have disproportionate influence, but most agree that programs and curriculum should be developed with significant community input.

What is preferred: That all segments of the community be involved in developing curriculum specifications, priority setting, and decision-making.

4 3 2 1 0 ?

43 What is: Some vocational programs and courses are overly prescriptive. They prepare students in obsolete skills with outdated equipment and provide basic communication and quantitative skills considered unacceptable by employers.

What is preferred: That vocational program equipment and skills be updated to industry standards, with mastery of communicative and quantitative skills suitable to employer specifications. Further, vocational programs should be broadened to include general (work study type) programs.

4 3 2 1 0 ?

44 What is: Curriculum in grades K-3 is too diversified to permit the mastery of basic skills.

What is preferred: That curriculum emphasize the mastery of basic skills.

4 3 2 1 0 ?

45 What is: A few teachers and administrators are unsatisfactory.

What is preferred: That a system be implemented to replace those unsatisfactory teachers and administrators.

4 3 2 1 0 ?

46 What is: Virginia has a large testing program.

What is preferred: That Virginia's testing program not be enlarged.

4 3 2 1 0 ?

47 What is: There is a lack of orientation for staff regarding retirement.

What is preferred: That retirement orientation be offered within school systems.

4 3 2 1 0 ?

48 What is: Excessive governmental regulations are strangling educational creativity.

What is preferred: That excessive and overlapping regulations be reduced and/or eliminated.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

49 **What is:** Attendance laws are not currently enforced.

What is preferred: That school attendance laws be enforced.

4 3 2 1 0 ?

---

50 **What is:** There is a lack of consistency in curricula.

What is preferred: That consistent state-wide curricula be established for all subjects at all grade levels.

4 3 2 1 0 ?

---

51 **What is:** There are no specific requirements for service on school boards.

What is preferred: That specific requirements be established for service on school boards.

4 3 2 1 0 ?

---

52 **What is:** Superior teachers receive the same pay as others.

What is preferred: That additional pay be given to superior teachers.

4 3 2 1 0 ?

WEST VIRGINIA

NEED STATEMENTS INSTRUMENT

RATING
SCALE
KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

8 What is: There is limited communication and coordination among federal, state, and local agencies directly or indirectly involved in education, e.g., between vocational schools and community colleges, between research and development units and state/local educational agencies, between special education residential centers and local school systems. As a result, educational groups disagree on legislative needs; data collection and dissemination are fragmented; and adversary relationships develop.

What is preferred: That ways be developed to enhance communication, coordination, and cooperation among these various educational agencies, e.g., development of synthesis studies, regional exchanges, and clearinghouses.

4 3 2 1 0 ?

---

9 What is: The school calendar is presently too restrictive in terms of its beginning, ending, and snow day regulations.

What is preferred: That the calendar be less restrictive.

4 3 2 1 0 ?

---

10 What is: Under current guidelines, there is too much waste in most hot lunch programs.

What is preferred: That less wasteful lunch programs be devised.

4 3 2 1 0 ?

---

11 What is: The evaluation of professional personnel--teachers, administration and service personnel--is currently limited and generally ineffective.

What is preferred: That improved performance evaluation systems (and the tools they require) be devised, adopted and utilized; that the time provided for staff evaluation and the training required for those who do it be increased; and that better use be made of the whole process, perhaps even to the point of basing teacher compensation on quality of performance.

4 3 2 1 0 ?

---

12 What is: There is too little attention given to guidance and counseling at the elementary school level.

What is preferred: That guidance and counseling become an integral part of all elementary school programs, ideally to the point of having one counselor in every elementary school.

4 3 2 1 0 ?

---

13 What is: Counselors typically have heavy case loads and many administrative/clerical duties.

What is preferred: That their duties be clarified and assistance be provided for their more clerical tasks.

4 3 2 1 0 ?

---

14 What is: In many schools, student support services (guidance, attendance, testing, and health) tend to be fragmented and crisis-oriented.

What is preferred: That these support services be more developmental and preventive in nature.

4 3 2 1 0 ?

---

15 What is: Many school buildings have been poorly designed architecturally, they are old and dilapidated, and/or they are not energy efficient.

What is preferred: That efforts be made to substantially remodel or renovate existing buildings, construct new ones, and make all schools more energy efficient.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

1 **What is:** There are inadequate channels for communication between teachers and administrators.

What is preferred: That methods be devised to enhance this communication.

4 3 2 1 0 ?

2 **What is:** School transportation costs are increasing rapidly.

What is preferred: That more efficient school transportation systems be developed and used.

4 3 2 1 0 ?

3 **What is:** School facilities are currently used primarily for educational purposes with children during daylight hours.

What is preferred: That schools be considered to be a more integral part of the community and that they be used for a variety of community purposes, e.g., by community organizations and citizen groups, for special evening and summer programs, etc.

4 3 2 1 0 ?

4 **What is:** Community resources are not adequately used in most educational programs, nor is community education adequately funded in most school districts.

What is preferred: That there be increased recognition--in terms of both funding and use--that "four walls do not a classroom make."

4 3 2 1 0 ?

5 **What is:** Local school agencies and their officials are continually losing control of educational decisions; more and more decisions are made at a state level; legislatures mandate new laws that must be complied with immediately; school law is becoming increasingly complex as the courts render each new decision; and both the federal government and "pressure groups" of various kinds attempt to influence local educational decision-making.

What is preferred: That ways be found in the midst of all this to preserve at least shared control of educational decisions at a local level, increase clarity in the laws and regulations, and develop better methods of keeping local citizens involved in educational decision-making.

4 3 2 1 0 ?

6 **What is:** For many teachers today, their self-esteem is low, their attitudes toward teaching are negative, and their morale is poor. One consequence of these conditions is that teacher absenteeism is on the increase.

What is preferred: That programs, incentives, and conditions be changed and/or developed to increase the self-esteem and morale of teachers, and thereby potentially reduce teacher absenteeism.

4 3 2 1 0 ?

7 **What is:** Communication between schools and the public is limited, e.g., the public has not been adequately informed about the "three track educational program" adopted by the state; parents and citizens are unaware of vocational training programs; and sometimes educators share only problems and not successes in school.

What is preferred: That increased and improved communication occur between schools and their communities, as well as between schools and institutions of higher education.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

16 What is: Private schools receive little financial support from the state and they are not expected to meet state criteria comparable to those for public schools.

What is preferred: That comparable criteria be adopted for private schools and that, perhaps as a consequence, they receive more financial aid from state sources.

4 3 2 1 0 ?

17 What is: The artificial geographic boundaries between counties, cities, school districts, etc. tend to be restrictive, provincial, and inhibiting of programs.

What is preferred: That these boundaries be modified or, if that is not possible, that there be better coordination across them.

4 3 2 1 0 ?

18 What is: Current systems for financing schools are inadequate; funds are limited and those that are available are not always appropriately invested.

What is preferred: That current sources of revenue, systems for all allocating those revenues, and procedures for investing existing resources be at least reviewed, if not modified.

4 3 2 1 0 ?

19 What is: Auxillary support services for teachers are limited and they often do not have input regarding their access or use, e.g., materials are scarce and regimented; tutorial programs are not available for all students; and aides, counselors, parents, and community volunteers are few in number.

What is preferred: That more auxillary support services be available to teachers.

4 3 2 1 0 ?

20 What is: Achievement test scores appear to be declining as students move from grade to grade.

What is preferred: That this trend be arrested and reversed.

4 3 2 1 0 ?

21 What is: Research and development are not systematically practiced in education, nor are the resulting data systematically used by schools and colleges, e.g., needs assessments are typically conducted in terms of perceived needs and by verbal interaction among educators rather than on the basis of "hard data;" and most planning is not based on the results of research and development.

What is preferred: That more systematic programs of research and development be developed and that their results be used systematically in needs assessment and planning.

4 3 2 1 0 ?

22 What is: Systems for collecting, analyzing, and reporting evaluative or performance data about both programs and students are essentially nonexistent in schools.

What is preferred: That such systems, including perhaps those capable of cost-benefit analysis, be developed and used.

4 3 2 1 0 ?

23 What is: For many educational problems today, we lack important information needed to solve those problems, e.g., we don't really know why some students fail and others succeed; we don't really know the "why's" behind student absenteeism; we don't know what the alternatives are for financing schools; we don't know which curricula work and which do not; and we don't know if career education would be more successful if begun in the elementary grades.

What is preferred: That we engage in more systematic investigation addressed to these kinds of issues and questions.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING
SCALE
KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

24 What is: In education we tend to adopt changes without first investigating thoroughly the costs and benefits of those changes, e.g., the state adopts the "three track educational program" without first validating it; the possibility of competency testing appears imminent, yet data appear to be lacking to justify that decision; and we support regional educational laboratories without really knowing how "productive" they are.

What is preferred: That we investigate more thoroughly the costs and benefits of our decisions before we make them, including perhaps careful field-testing and budgetary analysis of the implications of those decisions and changes.

4 3 2 1 0 ?

---

25 What is: The criteria for selecting administrators are not always clear and justifiable, e.g., the qualifications to to be a superintendent are limited to a degree in education; and building principals are not always chosen because of their administrative and instructional abilities.

What is preferred: That the criteria used to select administrators be studied and that consideration be given to broadening those criteria, e.g., training, ability, work in other disciplines, etc.

4 3 2 1 0 ?

---

26 What is: Building principals seem no longer to be educators, but more and more "managers" whose primary responsibilities are limited to budgeting, personnel, school plant, etc. Their responsibilities as instructional leaders are negligible.

What is preferred: That principals should be expected to be instructional leaders and that their training should be broader in scope than it now is, including, for instance, work in human relations, leadership, and curriculum.

4 3 2 1 0 ?

---

27 What is: Standards for promotion and graduation are not always applied equally.

What is preferred: That these standards be applied consistently throughout the state.

4 3 2 1 0 ?

---

28 What is: Both preservice and inservice education for both school board members and administrators are inadequate, e.g., board members are not always aware of their appropriate roles in policy-making and policy-administering; neither board members nor administrators are skilled in dealing with political pressure groups; building-level and district-level administrators are rarely trained in conflict resolution--whether involving teachers, students, parents, or other administrators; and administrators are often unfamiliar with current federal and state laws and regulations.

What is preferred: That preservice and inservice education for both board members and administrators be improved and encouraged.

4 3 2 1 0 ?

---

29 What is: There are relatively few female secondary school principals and district superintendents.

What is preferred: That more females be employed in administrative positions in education.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING
SCALE
KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

30 What is: Teachers do not receive enough support from either parents or administrators for their classroom control or discipline activities. Lack of support may be reflected in poor student attendance rates, high school dropouts, or widespread and expensive school vandalism.

What is preferred: That efforts be made to help teachers gain parent and administrator support and community involvement in developing and implementing discipline programs that are preventive and positive in nature.

4 3 2 1 0 ?

31 What is: Too many students are driving their automobiles to and from school.

What is preferred: That students share rides and thus reduce use of personal cars for school transportation.

4 3 2 1 0 ?

32 What is: Extra-curricular activities are not encouraged currently, and financial support is often lacking or unfairly distributed. Therefore, student potential is not adequately realized.

What is preferred: That such activities receive greater emphasis and that funding be distributed on the basis of need and legitimacy.

4 3 2 1 0 ?

33 What is: Competitive athletics are highly emphasized at the elementary and junior high level.

What is preferred: That competitive athletics receive less emphasis and intramural athletic activities receive more emphasis.

4 3 2 1 0 ?

34 What is: Parents, students, and educators are generally not well informed with respect to health care, e.g., they do not realize the importance of early pre-natal care and preventive health practices; they are unaware of "self-care" skills; they don't always know how, when, and where to use health care facilities, etc.

What is preferred: That health education programs be developed to increase the awareness and knowledge of all concerned.

4 3 2 1 0 ?

35 What is: Most school districts do not have comprehensive student testing systems and so cannot prepare diagnostic profiles on students prior to enrollment or conduct continuing evaluation as those students progress through school. Moreover, the districts are unable to identify quickly those students who have special needs, e.g., slow readers and learners, those children who are gifted, pre-schoolers who are handicapped (especially the hearing and visually impaired), and others who need special attention.

What is preferred: That districts develop more effective procedures for diagnosing and continually monitoring the needs, performance, and development of students.

4 3 2 1 0 ?

36 What is: There is little agreement among both educators and the general public on the goals, objectives, and priorities of education. Rather, there are conflicting expectations from various segments of society; some stress job preparation while others stress academic excellence; and educational goals are fragmented and diverse rather than united and focused.

What is preferred: That there be greater agreement among all involved regarding the purposes and aims of education.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

37 **What is:** Recent legislation tends to focus attention on exceptionalities, e.g., the Special Education legislation (Public Law 94-142).

What is preferred: That all children, not just those with "exceptional needs," be treated as individuals with their own unique learning styles and needs.

4 3 2 1 0 ?

38 **What is:** Across the counties of the state, there are extreme inequities in educational resources and facilities, equipment and supplies.

What is preferred: That these inequities be reduced such that all children, whether rich or poor, rural or urban, have equal educational opportunities.

4 3 2 1 0 ?

39 **What is:** The ratio of students to teachers is typically 30 to 1. As a result, classrooms are often overcrowded and instruction suffers.

What is preferred: That the ratio of students to teachers be smaller, more like 25 to 1 or even 20 to 1.

4 3 2 1 0 ?

40 **What is:** Many students seem to lack the kind of drive, goals, motivation, and willingness to accept responsibilities that we'd like them to have.

What is preferred: That ways be devised to change this apparent condition, e.g., by involving them more in setting their own goals and identifying their own areas of commitment.

4 3 2 1 0 ?

41 **What is:** There is no clear agreement on the entry skills required for effective teaching. Perhaps as a consequence, those who prepare teachers can provide little information about the competencies of their graduates on the job.

What is preferred: That a greater effort be made both to identify the minimal competencies required of all teachers and to assess those competencies among graduates of teacher education programs.

4 3 2 1 0 ?

42 **What is:** Teachers in this state are not adequately prepared to teach today's students, e.g., many do not understand and appreciate the diversity of Appalachian culture; many others are unable to engage in constructive dialogue about race relations--dialogue that reduces strain and tension and ensures stability.

What is preferred: That teachers be better prepared to deal with the demands of today's students, the diversity of Appalachia, and the challenges of effective race relations.

4 3 2 1 0 ?

43 **What is:** Teacher communication with the legislature about improved salaries has not been very effective; salary classifications for vocational educators are inconsistent and unionization does not guarantee higher pay.

What is preferred: That teachers make better salary request presentations before legislators, develop a better understanding of the role of unions, and secure a plan which provides statewide consistency for work experience.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

44 What is: The preparation of teachers and administrators often ends with their receiving certification.

What is preferred: That all professional educators--teachers, counselors, administrators, etc.--be involved in continuing, inservice education, education that is regular, job-related, relevant to individual needs, easily accessible locally (even to rural areas) and adequately compensated.

4 3 2 1 0 ?

45 What is: Many regular classroom teachers are not well prepared to deal with exceptional children who have been "main streamed" into their classrooms; the teachers do not always understand why, and they do not always know how to work effectively with the exceptional children.

What is preferred: That all teachers receive adequate preparation and continuing training for dealing effectively with exceptional children who have been "mainstreamed" into their classrooms.

4 3 2 1 0 ?

46 What is: Institutions involved in the preparation of teachers operate under a number of constraints, e.g., they are limited in flexibility by structured system requirements; the state standards for teacher education require major program reviews every five years; they are severely limited in resources and facilities, and yet, one of the costs they must bear is that of supervising teachers in local school districts; and they have only a portion of an undergraduate's four years in college in which to adequately prepare him or her for teaching.

What is preferred: That some of these constraints be relaxed, e.g. allowing institutions to develop alternative teacher education programs, revising the timelines for regular program review, expanding teacher education programs to five or six years, and developing relationships with local school districts that will enable teachers to claim responsibility for student teachers as part of their regular load.

4 3 2 1 0 ?

47 What is: Gifted programs are mandated by state law, but many teachers are unprepared to implement those programs.

What is preferred: That there be more and better preservice and inservice programs for teachers involved in working with gifted students.

4 3 2 1 0 ?

48 What is: Many teachers in vocational education programs enter the profession on the basis of their trade experience and receive little teacher education--with respect to such things as classroom management, teaching methods, instructional planning, test development, etc.

What is preferred: That teachers in vocational education programs receive at least a minimal amount of teacher education before stepping into the classroom.

4 3 2 1 0 ?

49 What is: Critical thinking is often not recognized by either parents or educators as one of the basic skills of learning.

What is preferred: That critical thinking be recognized as an essential basic skills.

4 3 2 1 0 ?

50 What is: Large percentages of students are leaving the traditional school at the legal age of 16. However, educational alternatives are few in number and not used well.

What is preferred: That deliberate efforts be made to explore and utilize or implement alternative kinds of education for those who cannot function in a regular classroom for whatever reasons or who have alternative learning styles.

4 3 2 1 0 ?

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

51 What is: Career guidance and career education programs are not always successful because they do not typically begin until ninth grade, and high school courses are not always selected on the basis of career orientation. As a consequence, many students are ill-prepared to seek employment upon graduation.

4 3 2 1 0 ?

What is preferred: That consideration be given to beginning career guidance programs earlier and developing more focused, career-oriented programs as options for high school students.

52 What is: The communications between teachers and students are not always clear, particularly with respect to classroom expectations and permissible behaviors and activities.

4 3 2 1 0 ?

What is preferred: That more attention be given to the development of effective communications between teachers and students, and to the mutual development of human relations skills.

53 What is: Guidance counselors are often not aware of programs in vocational schools or purposely discourage student enrollment; some advice is based on the sporadic offering of prevocational programs or on the inconsistency between junior and senior high school programs.

4 3 2 1 0 ?

What is preferred: That all students should have a prevocational program that is consistent across levels and known to guidance counselors.

54 What is: To a considerable extent, curricula in schools lack clear definition and focus. One consequence of this is duplication of content, e.g., between feeder schools and high schools in vocational education programs. Another consequence is the lack of consistent standards and guidelines for implementing programs, e.g., despite mandates to do so, many districts do not operate programs for the gifted. And a third consequence is debate over the importance of particular curricular content, e.g., the emphasis to be placed on basic skills.

4 3 2 1 0 ?

What is preferred: That current curricula be carefully examined, particularly in light of new graduation requirements, in an effort to identify clearly what is essential, where it should be addressed, and who should do it.

55 What is: Programs for the gifted are mandated by state law, but this mandate has not been consistently implemented.

4 3 2 1 0 ?

What is preferred: That the mandate be implemented throughout the state.

56 What is: There is considerable debate over the place of basic skills in the curriculum. Some say it should be an essential component of all instructional programs; others argue that resources at both regional and local levels should be employed to increase instruction in the basic skills.

4 3 2 1 0 ?

What is preferred: That the debate find a resolution acceptable to most.

57 What is: There is very little community input into vocational education programs.

4 3 2 1 0 ?

What is preferred: That community needs assessment data be utilized.

NEED STATEMENTS INSTRUMENT

RATING SCALE KEY

4 - Extreme importance
3 - Considerable importance
2 - Some importance
1 - Relatively Little importance
0 - Probably Not a need
? - Don't Understand statement

---

58 What is: Most students do not receive instruction in either junior or senior high school about how taxes are collected and revenues are distributed, particularly for educational purposes.

What is preferred: That instruction be provided on these topics.

4 3 2 1 0 ?

---

59 What is: Most students do not receive instruction regarding current social policies and attitudes, e.g., with respect to how we as a nation deal with the consumption of nonrenewable resources.

What is preferred: That instruction be provided on these topics.

4 3 2 1 0 ?

---

60 What is: Programs in art and music tend to have "second class status" in most school curricula.

What is preferred: That they receive equal attention and importance.

4 3 2 1 0 ?

---

61 What is: Citizenship is not now taught at all levels of schools and in all grades.

What is preferred: That it be a continuing part or element in all school programs.

4 3 2 1 0 ?

---

62 What is: Although accountable for the employability of their students, vocational educators have no influence in either setting the criteria for selection of those students or actually selecting them.

What is preferred: That vocational educators have more influence in both establishing the selection criteria and selecting the students.

4 3 2 1 0 ?

---

63 What is: Little or no credit towards a degree in a 2 or 4-year college is allowed a graduate of a vocational school or an adult preparatory program.

What is preferred: That systems be devised so that credit is given for completion of these courses or programs.

4 3 2 1 0 ?

---

64 What is: Mandates require public schools and institutions of higher education to comply on short notice.

What is preferred: That institutions of higher education and schools be provided lead time.

4 3 2 1 0 ?

---

65 What is: School vandalism is wide spread and expensive.

What is preferred: That appropriate steps be taken to reduce or eliminate vandalism.

4 3 2 1 0 ?

---

66 What is: There are few special programs for exceptional children under age 5.

What is preferred: That such programs be developed.

4 3 2 1 0 ?

---

67 What is: There is increasing teacher militancy and a turning to collective bargaining as a method of organizational problem-solving.

What is preferred: That alternative methods other than collective bargaining be devised to improve communication between teachers and administrators.

4 3 2 1 0 ?